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ABSTRACT

The document contains descriptions of multimedia training resources of materials relating to mainstreaming and the education of handicapped children in the regular classroom. An introduction covers organization of the guide, criteria for including materials, and categories used. Provided for each of the 89 entries are title, date (if available), format, use (pre- or inservice training), a brief description, contents, source, and cost if known. Materials are indexed by the following categories: legislation/individualized education programs, assessment/referral, class management, individualized teaching, exceptional conditions, early childhood education. secondary education, vocational education, curriculum areas, student relationships, teacher-parent-student relationships, professional consultation and communication, and resource guides and bibliographies. (SB)

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ED217591

MAINSTREAMING:

TRAINING SYSTEMS, MATERIALS, AND RESOURCES

A WORKING LIST

NATIONAL SUPPORT SYSTEMS PROJECT
350 ELLIOTT HALL
UNIVERSITY OF MINNESOTA
75 EAST RIVER ROAD
MINNEAPOLIS, MINNESOTA 55455

PREPARING REGULAR CLASSROOM TEACHERS TO WORK
WITH HANDICAPPED STUDENTS

5TH EDITION

1981

EC142473

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5th Edition

Minneapolis, Minnesota

1980

DISTRIBUTION. This publication can be ordered from the National Support Systems Project, 350 Elliott Hall, 75 East River Road, University of Minnesota, Minneapolis, Minnesota 55455. Single copy price: $2.50. Orders in excess of 5 copies, forwarded to single address: $2.00 per copy. Orders accompanied by payment will be appreciated. Checks or purchase orders may be addressed to the University of Minnesota at the address listed above.

INTRODUCTION

ORGANIZATION OF THIS GUIDE

This document lists descriptions of multi-media training resources of materials relating to mainstreaming and the education of children in the regular classroom.

Information is provided in the following categories for each training resource described: title, date (if available), format (e.g., film, videotape, series of books, or multimedia kit), and use (e.g., preservice or inservice training, and intended audience--parents, regular class teachers, administrators, etc.). A brief description of the material is provided, along with a more complete description of the contents of separate components of the training resource. Finally, the name and address of the distributor are provided, along with cost information when known.

Information on cost has been included as another factor to be considered in making a selection among similar materials. It should be noted that we have included the most recent cost information available to us, but due to rapidly changing costs, we cannot make any assurances as to the accuracy of these figures. We suggest that the reader contact the publisher of the material in order to determine accurate cost information and postage and handling charges before submitting an order. It should also be noted that in the case of films and videotapes, arrangements can often be made for free or inexpensive reviews of the material; again, we suggest that the user contact the distributor for details, as well as local instructional materials centers that may be able to lend materials.

CRITERIA FOR INCLUSION OF MATERIALS IN THIS DOCUMENT

This guide represents a revision of Mainstreaming: Training Systems published in 1977 by the National Support Systems Project. It should be noted, however, that due to the virtual explosion of materials developed in the last three years as a result of Public Law 94-142, the Education For All Handicapped Children Act, the majority of materials described here were developed since the release of the previous edition of this guide.

It may be useful for the reader to become familiar with the selection criteria used for inclusion in this guide:

1) Relevance. As noted in the subtitle of this document, the emphasis is on materials for use in training regular educators to work with handicapped students. As a result, a number of excellent materials designed primarily for use by administrators or special educators have not been included here. Materials originally developed for special educators that have been or could be adapted for use with regular educators have been included, however.

Similarly, materials for use by parents of handicapped children have been omitted from this listing, but materials for use by regular educators in increasing parental involvement have been included. And materials which were primarily designed to help change attitudes of non-handicapped students toward the handicapped student have been included when they were intended for use by the regular classroom teacher or when directed to both regular class teachers and non-disabled students.

2) Recency. Although recency of publication of a material does not necessarily correlate positively with high quality of that material, an emphasis was placed on identifying materials produced since 1977, the publication date of the last edition of this list. We have emphasized recently published materials in order to help familiarize the user with the wealth of new materials currently available.

3) Availability. An emphasis was also placed on materials that were readily accessible to the potential user. While a number of promising materials have been developed by local projects over the past few years, problems have arisen concerning their distribution after project funding ends. The majority of materials described in this guide are available from commercial publishers, although a number of them were originally developed with local, state, or federal funding.

4) Representativeness. The materials included in this guide are representative of a larger pool of available materials. While we have tried to err on the side of inclusiveness rather than conservatism, this list is certainly not an exhaustive one.

The above criteria were used in conjunction in order to make some decisions about inclusion in this list. For example, there are far too many individual films on separate handicapping conditions to be included here, yet it was considered important to include a representative number of films which might prove very useful in a preservice teacher training course. In lieu of listing individual films, series or kits containing a number of films on different handicapping conditions were described, and annotations were prepared on existing resource guides to films on different exceptionalities.

It should be noted that the inclusion of a particular material does not constitute an endorsement. We have tried to build some informal mechanisms for quality control into the selection process; but time restrictions prevented an in-depth examination of each material. An emphasis was placed on field-tested materials and materials that had been recommended by other teacher trainers. For example, Dean's Grant projects were surveyed for materials used in teacher training activities; lists of materials from some 40 projects were reviewed and proved extremely helpful in the preparation of this guide.

Other information sources included recent catalogues from major publishers in teacher training and special education, bibliographies and resource guides produced by information centers and technical assistance agencies in education, reviews and advertisements appearing in recent issues of special education journals, relevant indexing and abstracting services (in particular, Exceptional Child Education Resources, a quarterly publication prepared by the Council for Exceptional Children), and lists of films on display at conferences of major professional associations.

We would welcome comments or additions to this guide for consideration in any future revisions. As by its very nature this guide is almost destined to be outdated by the time of its publication, we encourage readers to update this list for their own use with information about new materials, and to share such information with us.

CATEGORIES USED

The categories used in indexing these materials were culled from a number of sources: the list of ten clusters of capabilities for pre-service education noted in "A Common Body of Practice for Teachers" * similar lists of competencies used by various Dean's Grants projects, and lists of descriptors used by various information centers. The final list has attempted to conform as closely as possible to the ten clusters of capabilities from "A Common Body of Practice," but some additions and deletions have been made. Below is a list of the categories used in this document, along with a brief notation as to the use of each term.

Legislation/Individualized Education Programs is used to refer to materials covering the general provisions of Public Law 94-142, the Education for All Handicapped Children Act, and Section 504 of the Rehabilitation Act of 1973, as well as the Individualized Education Program (IEP) provision of P.L. 94-142.

Assessment/Referral is used to denote those materials covering assessment of the handicapped child within the regular classroom, as referral to a specialist for a complete assessment.

Class Management refers to techniques and procedures used for organizing a classroom and managing disruptive behavior of students in that classroom.

Individualized Teaching refers to general techniques and methods for individualizing instruction to meet the specific needs of different learners.

Exceptional Conditions is used to denote materials which cover characteristics of different handicapping conditions; e.g., blindness, deafness, mental retardation, etc. Materials assigned this descriptor may address one specific condition or a dozen; they may treat some learning problems non-categorically or categorically.

Early Childhood Education is used to note materials designed expressly for addressing problems of handicapped children in the pre-school years.

Secondary Education refers to materials addressing programs for handicapped students of junior and senior high school age.

Vocational Education refers to materials ranging from career exploration in the elementary years to vocational training in the post-secondary years.

Curriculum Areas is used to identify materials relating to a particular curriculum content area or areas, e.g., reading, arithmetic, social studies, etc.

* A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education. M.C. Reynolds, Editor. Printed and distributed by the Maericam Association for Colleges of Teacher Education. Washington, D. C., 1980.

Student-Student Relationships is used to refer to interactions among handicapped and non-handicapped peers; materials included under this category include guides to peer tutoring programs and films designed to acquaint non-handicapped students with the characteristics and feelings of handicapped students.

Teacher-Parent-Student Relationships refers primarily to materials for increasing or improving involvement in decision making by parents of handicapped students; it also refers to parent counseling and general methods of improving communication.

Professional Consultation and Communication refers to interaction between professionals responsible for the education of a handicapped child, i.e., communication between a regular class teacher and a special education resource teacher.

Resource Guides and Bibliographies denotes existing guides to resources which might be helpful in identifying further materials of a specialized type.

ACKNOWLEDGEMENT

The National Support Systems Project acknowledges with appreciation the development of this resource list by Linda J. Stevens. Materials have been reviewed and abstracted under her direction. The materials are presented with necessary disclaimers on current prices and availability. The listing is not intended to be inclusive of all current training materials, and is representative of the rapid development of resources for use by regular classroom teachers in work with handicapped (and non-handicapped) children.

This volume is the 5th edition of an earlier NSSP publication entitled Mainstreaming: Training Systems, Materials and Resources: A Working List.

National Support Systems Project
1980

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Note: The Index is organized to conform generally to a somewhat extended notion of the "clusters of capabilities" outlined in the publication " A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education". The Index is intended only as a general assist to readers.

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EARLY CHILDHOOD EDUCATION

Exceptional Learners
Mainstreaming Preschoolers
Preparing Preservice Early Childhood Educators at Glassboro State College for the Mainstreamed Classroom
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SECONDARY EDUCATION

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VOCATIONAL EDUCATION

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P.L. 94-142: The Education for All Handicapped Children Act of 1975
Preparing Preservice Early Childhood Educators at Glassboro State College for the Mainstreamed Classroom
Preparing Preservice Elementary Educators at Glassboro State College for the Mainstreamed Classroom
Project Mainstream
Project Teach: Translating Educational Activities into Curriculum for the Handicapped

MASTER REFERENCE INDEX

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1. Accepting Individual Differences (AID)					x					x			
2. All Together Now: Presentations from CEC Invisible College on Mainstreaming					x							x	
3. Another Step Forward		x	x		x			x					
4. Approaches to Mainstreaming: Teaching the Special Child in the Regular Classroom			x	x	x								
5. Behavior Management Strategies for the Classroom			x										
6. Behavior Modification Skills			x	x								x	
7. Child Study/Due Process Kit	x	x									x	x	
8. Child Study Team Training Program: A Positive Approach to the Implementation of P.L. 94-142	x	x									x	x	
9. Children Learn Together: The Integration of Handicapped Children into Schools	x											x	x
10. Classroom Management			x										
11. Coming Back...Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream	x	x		x	x								x
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13. A Staff Development Series in Special Education: Developing an IEP in Accordance with P.L. 94-142	x			x								x	
14. Differences			x	x	x								x
15. Due Process for Handicapped Students: A Program for Administrators, Teachers, and Parents	x				x								
16. Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers	x	x	x	x							x		
17. Even Love is Not Enough: Children With Handicaps		x			x						x		
18. Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People					x								
19. Exceptional Learners	x			x	x	x		x					
20. Exceptional Teaching (A Multimedia Training Program)		x	x	x									
21. Expanding Work Options for Exceptional Students				x				x					
22. Feeling Free					x					x			x
23. Full Services Planning in Special Education: Exercises in Fiscal and Program Development	x											x	
24. Get Set: Generic Education Training for Special Education Teachers	x	x		x								x	

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25. Good Start: A Multimedia Approach to Meeting the Needs of Visually Handicapped Students	x				x						x	x	
26. The Handicapped Child in Your Classroom		x		x	x								
27. Identification and Assessment System: A System for the Identification, Assessment, & Evaluation of the Special Needs Learner in Vocational Education		x		x				x					
28. Identification and Evaluation Program Package		x			x							x	
29. I'm A Lot Like You (Elementary Program)	x	x	x		x				x		x		x
30. I'm A Lot Like You (Secondary Level)	x	x	x	x	x		x	x	x		x		
31. Implementing Procedural Safeguards--P.L. 94-142: The Education for All Handicapped Children Act	x	x									x	x	
32. Individualization of Instruction...A Programmed Approach				x									
33. Individualized Education Programs	x	x										x	x
34. Individualized Education Programs (IEPs): A Handbook for Vocational Educators	x							x					
35. The Individualized Education Program: A Team Approach	x	x		x								x	
36. Individualized Education Programs for Handicapped Children	x	x	x										
37. Individualized Educational Program Package	x										x		
38. Individualized Education Programs: Slide Presentations	x	x											
39. Information Center: The Council for Exceptional Children					x							x	x
40. Kids Come in Special Flavors: Understanding Handicaps					x					x			
41. Let's Series Modules: Preparing Regular Educators for Mainstreaming (Project PREM)		x	x	x	x			x					
42. Like You, Like Me Series					x					x			
43. Mainstreaming: A Handicapped Child is Coming to Class	x	x			x					x			
44. Mainstreaming Children with Special Needs: An Independent Study Guide for Informal Seminar Groups	x				x					x			x
45. Mainstreaming: Classroom Management Techniques			x		x								
46. Mainstreaming Handicapped Students into the Regular Classroom	x	x	x					x					
47. Mainstreaming in Action			x	x	x								
48. Mainstreaming: It Works!	x			x				x					
49. Mainstreaming Library	x	x			x			x			x		
50. Mainstreaming Preschoolers					x	x							
51. Mainstreaming Series	x		x		x						x		
52. Mainstreaming the Handicapped in Vocational Education					x			x					

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53. Parent Involvement: A Program for Teachers and Educators											x		
54. The Parent/Professional Training Package	x				x						x		
55. People You'd Like to Know					x					x			
56. People You'd Like to Know Series					x		x			x			
57. P.L. 94-142: The Education for All Handicapped Children Act of 1975	x										x	x	x
58. P.L. 94-142: Implementing Procedural Standards--A Guide for Schools and Parents	x	x											
59. Preparing for the IEP Meeting: A Workshop for Parents	x	x									x		
60. Preparing General Educators to Work with Handicapped Students	x	x	x	x									
61. Preparing Preservice Early Childhood Educators at Glassboro State College for the Mainstreamed Classroom	x				x	x							x
62. Preparing Preservice Elementary Educators at Glassboro State College for the Mainstreamed Classroom	x				x								x
63. Project Mainstream		x		x									x
64. Project Me	x	x		x		x					x		
65. Project Prevoc: Training for Teachers of Prevocational Programs for the Severely Handicapped	x	x		x				x					
66. Project Teach: Translating Educational Activities into Curriculum for the Handicapped	x												x
67. Put Yourself in My Place You're Different, So Am I					x					x			
68. Remediation Possibilities in the Regular Classroom: Teaching Strategies Explored				x	x				x				
69. Resource Teaching: A Mainstreaming Simulation				x								x	
70. The Special Child in the Regular Classroom: Teaching Techniques				x	x								
71. Special Children: ZOOM Series					x					x			
72. Special Education for Regular Teachers (SERT)		x	x	x								x	
73. Special Education Teachers' Kit				x	x				x				
74. Special People					x					x			
75. Specific Learning Disabilities			x	x	x				x				
76. Star Power: Providing for the Gifted and Talented				x	x				x				
77. STRETCH: Strategies for Training Regular Educators to Teach Children with Handicaps		x	x	x					x	x	x	x	
78. Teachers' Liability Under the Law	x											x	

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79. Teaching Children with Special Needs: A Teacher Education Series for K-3 Teachers		x	x						x				
80. Teaching the Moderately & Severely Handicapped: Curriculum Objectives, Strategies, and Activities				x	x				x				
81. The Kids on the Block					x					x			
82. The Law and Handicapped Children in School Series	x	x		x	x							x	
83. The Teacher Training Program (TTP)		x	x	x								x	
84. They Can Learn		x	x	x	x						x	x	
85. Upset in Polymer: An Experience in Mainstreaming													
86. Video Training Workshops on Child Variance		x	x	x	x					x			
87. We Did It...So Can You!					x					x			
88. What if You Couldn't...? A Program about Handicaps					x					x			
89. What is a Handicap?					x					x			

TRAINING SYSTEMS, MATERIALS, AND RESOURCES

TITLE: Accepting Individual Differences (AID)

DATE: 1977

FORMAT: Four units, audio cassette, overview booklet.

USE: Regular education teachers and students.

DESCRIPTION: This curriculum was developed by the Special Education Department Center at Hunter College for grades K-2; activities and resources for use in grades 3-6 are also suggested. The curriculum, which was developed to foster positive attitudes toward the disabled, consists of four units: visual impairment, hearing impairment, motor impairment, and mental retardation/learning disability. Each unit contains a guide which consists of instructor and student activities, lessons, and discussion; a wire-bound flip book containing captioned photographs is utilized through the lessons. Each unit concludes with a series of problems dealing with how to interact with a child who has that particular disability. An audio cassette is used for the unit on hearing impairment, and an overview booklet is also included.

AVAILABLE FROM: Developmental Learning Materials
7440 Natchez Avenue
Nibs, Illinois 60648

TITLE: All Together Now: Presentations from the CEC Invisible College on Mainstreaming

DATE: 1974

FORMAT: Album of six 60-minute audio tape cassettes, two publications on mainstreaming, position paper, visuals.

USE: Series of four inservice teacher training workshops providing six hours of training for use with regular class teachers and educators.

DESCRIPTION: These presentations provide a variety of professional viewpoints, research, and suggestions related to the process of mainstreaming handicapped children. The recordings are conference presentations by special education specialists, state education personnel, local administrators, consulting and resource teachers, a teacher educator, and a management consultant.

CONTENTS:

Tapes: Mainstreaming: What Is It?
Planning at the State Level
Leadership of District Administrators
Teachers Help Teachers
Resource Rooms
Facilitating Change

Books: Teacher Please Don't Close the Door - The Exceptional Children in the Mainstream
Mainstreaming: Educable Mentally Retarded Children in Regular Classes
Mainstream Currents: Reprints from Exceptional Children 1968-1974

AVAILABLE FROM: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: $90.00

TITLE: Another Step Forward

DATE: 1979

FORMAT: Series of five instructional packages.

DESCRIPTION: This series was designed to help educators successfully integrate physically and mentally handicapped students in their classrooms. The booklets, developed as a cooperative venture of the Special Education and Vocational Education Programs at the University of Florida, are designed to cover characteristics of various handicapping conditions, current mainstreaming legislation, teaching ideas, evaluation and job placement of the handicapped student in meaningful employment, and strategies to ensure equal education and participation in activities with non-handicapped peers.

CONTENTS:
Mainstreaming Handicapped Students into the Regular Classroom
Characteristics of Handicapped Students
A System of Management
Architectural Considerations for a Barrier Free Environment

AVAILABLE FROM:
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

COST:
Complete Set: $8.25
Individual titles: $2.00

TITLE: Approaches to Mainstreaming: Teaching the Special Child in the Regular Classroom

DATE: 1976

FORMAT: Eight filmstrips, eight cassette tapes (each about 15-20 minutes), guide.

USE: Preservice education or inservice training for regular classroom teachers with little or no background and experience with special needs students. For use in workshops and discussion groups or by individual teachers. Each filmstrip is self-contained and can be presented in a separate session.

DESCRIPTION: This series addresses characteristics of special needs students, classroom organization techniques, behavioral problems, and selection and adaptation of materials.

CONTENTS: Unit 1

Individual Differences explores some of the individual differences that shape the ongoing relationship between teachers and their students and that affect how students learn.

Characteristics of Children With Special Needs describes many characteristics of special needs students in relation to motor skills, perceptual skills, language skills, and behavior.

Organizing Your Classroom examines techniques that can help teachers organize their classrooms to meet the needs of their special students, involving simple adaptations and adjustments within the present framework.

Handling Behavioral Problems presents several common behavioral problems that teachers may encounter and suggests a number of possible ways to handle them.

Unit 2

Selecting Materials offers guidelines to use in evaluating and selecting appropriate materials for special needs students.

Adapting Materials suggests a variety of methods for adapting materials to meet specific needs.

Evaluating Your Instruction examines kinds of tests available to teachers and suggests methods for using ongoing classroom observation to evaluate instruction.

Modifying Your Instruction presents ways of modifying instruction to meet students' needs in specific skill areas and in understanding concepts.

AVAILABLE FROM: Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

COST: Unit 1 $72.00
Unit 2 $72.00

TITLE: Behavior Management Strategies for the Classroom

DATE: 1978

FORMAT: Workshop manual

USE: Workshop format with an audience of regular classroom teachers who are working with special education students.

DESCRIPTION: Behavior Management Strategies for the Classroom presents a workshop to acquaint regular classroom teachers with strategies and techniques useful in managing the behavior problems of special needs students placed in regular class settings.

The manual provides material for the development and implementation of four sequential two-hour sessions.

Session One presents an overview of and introduction to behavior management as an approach to effecting classroom behavior change.

Session Two describes nine intervention principles and procedures for developing a behavior management program.

Session Three describes types of reinforcement and strategies for selecting effective reinforcers.

Session Four examines sample programs and provides guidance for developing intervention programs to bring about positive behavior change.

Each section of the manual devoted to a separate session includes an overview chart, step-by-step guides for conducting the sessions, copies of handouts, and reference materials. The workshop includes leader presentations, selected readings for discussions, problem solving and simulation activities, and games. Supplementary multimedia materials are suggested for each session.

AVAILABLE FROM: Rsearch for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123

COST: Each Program $15.00

TITLE: Behavior Modification Skills

FORMAT: Administration manual, 80 color slides in carousel, cassette tape, student response book for each unit.

USE: Preservice or inservice training with regular and special education teachers.

DESCRIPTION: This multi-media program is designed to teach seventeen specific skills in five interrelated sound/slide units. Summaries of behavioral objectives, skill reviews, practical exercises, and a bibliography are provided for each unit.

CONTENTS: Unit 1, Observing Behavior, includes using behaviorally specific description, pinpointing, stimulus control, base lines of behavior, counting, charting, and identifying the observable causes of behavior.

Unit 2, Increasing Behavior, includes identifying reinforcers, rules for delivering reinforcement, and ensuring reinforcement effectiveness.

Unit 3, Decreasing Behavior, includes three methods for decreasing behavior, using time-out procedures, using response cost and overcorrection procedures, and ensuring effectiveness of punishment procedures.

Unit 4, Creating New Behavior, includes efficient ways of using techniques for modeling, prompting, fading and shaping behavior.

Unit 5, Implementing the System, includes using token systems to implement behavior modification programs, ensuring token system effectiveness, and introducing behavior modification and the behavioral approach.

AVAILABLE FROM: Research Media, Inc.
14 Story Street
Cambridge, Massachusetts 02138

COST: $450.00

TITLE: Child Study/Due Process Kit

DATE: 1979

FORMAT: Four booklets, handbook, forms, charts.

USE: Regular and special education administrators and teachers.

DESCRIPTION: This kit of field-tested materials provides a framework and format for administration of a special education program in compliance with PL 94-142.

CONTENTS:
Child Study Handbook
Program Planning Forms
Referral, Assessment, Placement Forms
Child Study Process and Planning Charts
Booklets - A Special Child in Your Class
- What a Teacher Needs to Know
- Information for Parents of Students who are Handicapped
- Understanding PL 94-142

AVAILABLE FROM: St. Paul Schools S.E.I.M.C.
354 Colborne Street
St. Paul, Minnesota 55102

COST: $42.00

TITLE: Child Study Team Training Program: A Positive Approach to the Implementation of P.L. 94-142

DATE: 1977

FORMAT: Facilitator's manual, participant manual, book of readings, support media--6 filmstrips, audio cassettes, overhead transparencies.

USE: Individuals involved in the development of individualized education programs, district policy makers, program developers, program implementers. The six modules comprise approximately 45-50 hours of instruction.

DESCRIPTION: The program's focus is on effective group strategies for the implementation of P.L. 94-142 and the development of skills, concepts, attitudes, and group strategies for planning, implementing, and monitoring individualized education programs for handicapped children.

CONTENTS:
Rationale for Child Study Teams
Referral Preparation and Review
IEP Planning
Due Process Considerations
Parent Involvement
Child Study Team Concerns

AVAILABLE FROM: Special Education Associates
P.O. Box 9497
Austin, Texas 78766

COST: $300.00

TITLE: Children Learn Together: The Integration of Handicapped Children into Schools

DATE: 1974

FORMAT: 132 slides, script, and bibliography.

USE: Preservice or inservice education of regular class teachers.

DESCRIPTION: This slide show includes a discussion of the history of exclusion and segregation of disabled children and the recent forces--court decisions, parent power, changing attitudes--that are encouraging mainstreaming. It presents arguments for integration, and responds to concerns typically raised. It also presents necessary elements for successful integration, including preparation, individualization, and supports and services to teachers.

AVAILABLE FROM: Human Policy Press
P.O. Box 127
Syracuse, New York 13210

COST: $35.00

TITLE: Classroom Management

DATE: 1977

FORMAT: Four films, reading materials, and instructor's guide

USE: Preservice and inservice programs for individual teachers, small groups or large groups.

DESCRIPTION: These classroom management materials were developed by Walter R. Borg of Utah State University as part of the national Protocol Materials Project, for which the dissemination is managed through the University of South Florida. Classroom Management is designed to teach teachers certain concepts and classroom management skills which relate to the rate at which disturbances and inattentiveness are likely to be present in the classroom. Each module deals with one important concept of classroom management. The research foundation for the modules comes from J. Kounin's Discipline and Group Management in Classrooms. (New York: Holt, Rineholt, Winston, 1976).

CONTENTS:
Transitions
Group Alerting
Learner Accountability
Withitness

AVAILABLE FROM:
Protocol Material
National Resources and Dissemination Center
University of South Florida
Tampa, Florida 33620

Note: This training package is but one of many available through National Resources and Dissemination Center at Tampa. For a catalog of other materials write to the Center at the address given above.

TITLE: Coming Back . . . Or Never Leaving: Instructional Programming for Handicapped Students in the Mainstream

DATE: 1977

FORMAT: Textbook, instructor's manual, five color sound filmstrips, five cassettes.

USE: Workshops, inservice teacher presentations, or a full-semester college course designed for educators working with mildly handicapped students (K-12).

DESCRIPTION: Coming Back . . . Or Never Leaving was developed to show educators how mildly handicapped students (K-12) can be integrated into a regular school program. The authors propose a shift away from the self-contained special education classroom to provide students with a wider variety of academic, social, and affective experiences.

CONTENTS: The textbook offers a comprehensive discussion of mainstreaming procedures and explains how to design instructional plans. Topics covered include identification, referral, placement, assessment, instructional programming and evaluation. Ideas for working with parents are also presented. An instructor's manual includes specific sets of structural tasks and exercises which can be completed individually or in groups, training session schedules, and resource lists keyed to the text and media. The first three filmstrips provide insights into the complexities of mainstreaming; the last two offer case studies of a 5th and 8th grader who were mainstreamed.

AVAILABLE FROM: Charles E. Merrill, Publishing Co.
1300 Alum Creek Drive/Box 508
Columbus, Ohio 43216

COST:

Media Package	$135.00
Text	9.95

TITLE: Designs for Individualization

FORMAT: Administrator's handbook, three sound-color filmstrips, two audio cassettes, 10 teacher's handbooks, four sets of objective learning unit tests, 300 objective learning unit test answer sheets, specimen booklet also available.

USE: Preservice and inservice training for administrators and teachers.

DESCRIPTION: Designs for Individualization is intended to help educators meet the requirements of PL 94-142, by offering step-by-step guidelines for establishing or enhancing an individualized educational program.

CONTENTS: Administrator's Handbook - a 208 page blueprint for structuring an individualized system. Includes: principles, objectives, basic components, and the teacher's role in the system; designing materials based on content goals, instructional objectives, and testing; teaching strategies, facilities planning, resources, and special activities used in implementing individualization; and managing the program through planning forms, paraprofessionals, counseling, program modification, and continual motivation.

Sound-Color Filmstrips

What Does Individualization Mean? outlines the processes of diagnosis, prescription, and evaluation.

Arranging Your Classroom and Materials for Individualization reviews set-ups for independent study, group discussion, testing, and use of audio-visuals.

Classroom Situations--What to Do? covers management systems that give teachers time to teach, counsel, organize, and maintain the learning environment.

Audio Cassettes

The Philosophy of the Program of Studies outlines the keystone of individualization: how to accommodate individual differences; how to determine course content; how to set goals to match learning rates; how to monitor progress; and how to capitalize on student interests.

Advantages of Teacher Planning reviews techniques for identifying strengths and weaknesses of students, determining their immediate instructional needs, and planning for the long range requirements of the entire group as well as the individual.

A printed script is provided for each tape.

Teacher's Handbook - this 134 page guidebook serves as a continuing reference for organizing, implementing, and managing individualized classes.

AVAILABLE FROM: Westinghouse Learning Corporation
5005 West 110th Street
Oak Lawn, Illinois 60453

COST: $199.50

TITLE: A Staff Development Series in Special Education: Developing an Individualized Education Program in Accordance with P.L. 94-142

DATE: 1978

FORMAT: Six filmstrips, six cassettes, master packet of printed hand-out materials, Instructor's manual, IEP workbook.

USE: Staff development workshop.

DESCRIPTION: Based on actual case studies of students receiving special education services, this workshop series is designed to help inservice trainers present the necessary steps in writing appropriate IEP's. Strategies for conducting actual participant practice sessions are structured into the workshop to reinforce the concepts and skills.

CONTENTS:

The Identification and Placement Process: The Case of Trudie Moore. This filmstrip presents the steps required under P.L. 94-142 for identifying and placing handicapped students in special education services. Workshop participants are provided with a list of questions pertaining to the federal rules and regulations, a handout summarizing the major points in P.L. 94-142, and a flow chart which diagrams the sequence of events.

The Components of the Individualized Education Program: The Case of Jamie Berk. The case of Jamie, a child placed in a regular classroom who needs special education services, is used to demonstrate how each part of an IEP is developed. Jamie's completed IEP provides a model which is useful for group questions and disucssion.

The Analysis and Integration of Data for the Individualized Education Program: The Case of Richard Taylor. Richard's case provides practice in analyzing and integrating data for an IEP. Each workshop member will analyze the multidisciplinary teams' notes about Richard, integrate the information, and write his or her conclusions for that particular section on a blank IEP.

Writing Annual Goals and Short Term Objectives for the IEP: The Case of Annie Thomas. After viewing the case of Annie, the participants are given an IEP which includes information about Annie's present level of performance. Each participant generates annual goals and short term objectives for Annie.

Writing an IEP for Part-time Special Education Services: The Case of Marty Gregg. After viewing the case of Marty, a student who needs part-time placement, workshop participants are divided into teams of five or six persons. Each team then develops an IEP for Marty. A model IEP is available for discussion.

Writing an IEP for Special Class Placement: The Case of Jenny Jackson. This filmstrip provides workshop participants practice in developing an IEP for a 13-year-old student who has been in a special education class since first grade.

AVAILABLE FROM: Pathescope Educational Media, Inc.
Department 60
71 Weyman Avenue
New Rochelle, New York 10802

COST: $199.50

TITLE: Differences

DATE: 1977

FORMAT: 16mm sound film, four sound slide presentations, leader's guide, participants' manual

USE: Preservice and inservice training, teachers and parents

DESCRIPTION: This program was designed to help teachers, other staff members, and parents to deal effectively with learning disabled students in a mainstream environment, by providing information on language disabilities, behavior problems, learning strategies, and perceptual/motor problems. The package can be used in four two-hour inservice training sessions, or can be modified for special audiences and shorter time periods.

CONTENTS: Find the One That's Different is an introductory 16mm sound film that provides examples of the frustration and failures of children whose problems are not recognized and handled effectively. Other examples reflect the success of children whose behavioral patterns are diagnosed as a learning disability and are delt with accordingly.

Sound/Slide presentations:

Language Disabilities introduces teachers to the components of language, how language skills develop, how to spot language patterns that are clues to problems, how to assemble data based upon observation and tests, and how to apply remedial techniques.

Behavior Problems addresses the relationship between learning disabilities and behavior. It demonstrates how behavior patterns can be changed and channeled into positive learning experiences by observing, recording and applying a variety of "reinforcers".

Learning Strategies explains the learning processes from infancy on. It provides background information as well as specific ways to increase attention and present information so that students can receive and organize it.

Perceptual/Motor Problems discusses observational techniques areas of perceptual and motor difficulty, and ways that teachers can intervene to help students profit from a regular instructional process.

Leader's Guide outlines the program, tells how to use the materials, explains "learning disabilities", and suggests how to use the program and/or segments of it for special audiences.

Participants' Manual is structured to relate to the audio-visual presentations and the Leader's Guide. It provides space for notes, encourages discussions through questions and highlights points to be remembered. Bibliographies are provided for each section.

AVAILABLE FROM: Hubbard
P.O. Box 104
Northbrook, Illinois 60062

COST: $370.00

TITLE: Due Process for Handicapped Students: A Program for Administrators, Teachers, and Parents

DATE: 1977

FORMAT: Administrator's guide, sound/slide presentation (80 slides and cassette tape), information folder.

USE: Preservice and inservice training for teachers, administrators and parents.

DESCRIPTION: This program is designed to help participants to avoid due process hearings, simplify the hearing procedure, and effectively plan, direct, and participate throughout a hearing. Materials also deal with specifics of the law, handicapping conditions, and the basic steps for compliance. A cassette tape of a simulated due process hearing is also provided, along with a brief written outline of provisions of the law for parents, guardians, and advocates.

AVAILABLE FROM: Hubbard
P.O. Box 104
Northbrook, Illinois 60062

COST: $105.00

TITLE: Educating Students in Least Restrictive Environments: Instructional Preparation for Teachers

DATE: 1978

FORMAT: Series of 23 instructional modules

USE: Preservice teaching training programs

DESCRIPTION: Originally developed for integration into existing preservice programs at the University of Kansas, these field-tested modules assume some previous introduction to psychological concepts and are divided into three series. Each module includes an overview, activities, reading assignments, and evaluation activities.

CONTENTS:

Series I - Characteristics and Assessment

1. Characteristics of Normal and Exceptional Learners
2. Classroom Assessment Principles and Procedures
3. Theories of Learning
4. Writing Behavioral Objectives

Series II - Planning Instruction Management for Exceptional Children in Regular Classes

1. Approaches for Delivering Special Education Services
2. Referral Systems
3. Development and Use of the IEP
4. Analyzing Instructional Tasks
5. Selecting Instructional Activities for a Student's Strengths and Weaknesses
6. Individualizing Instructional Materials and Media
7. Organizing and Planning for Individual and Group Instruction
8. Planning Classroom Schedules for Individual Instruction
9. Planning Classroom Layouts for Exceptional Learners

Series III - Planning Instructional Management for Exceptional Students in Regular Classes

1. Instructional Planning for Learner Participation
2. Verbal and Nonverbal Communication
3. Questioning Techniques for the Classroom
4. Planning Frequent Success Experiences for the Learner
5. Motivational Techniques
6. Managing Your Classroom
7. Formative Evaluation in the Classroom
8. Maintaining Records of Student Progress
9. Reporting Student Progress to Parents
10. Reporting Student Progress to Ancillary Personnel

AVAILABLE FROM: Dean's Grant Project
School of Education
University of Kansas
Lawrence, Kansas 66045

TITLE: Even Love Is Not Enough: Children with Handicaps

DATE: 1975

FORMAT: Four sound and color filmstrip sets; each set contains 5 full color filmstrips, 3 cassettes, and 5 audioscript booklets, one for each filmstrip-cassette title.

USE: Preservice and inservice training with regular education teachers; also for use with parents and paraprofessionals.

DESCRIPTION: Produced in cooperation with the staff of the Frank Porter Graham Child Development Center of the University of North Carolina, these filmstrips are designed to familiarize the viewer with the special problems of the handicapped and the diagnostic, treatment, and support services available to the child and his family.

CONTENTS:
Behavioral and Emotional Disabilities
Physical Disabilities
Intellectual Disabilities
Educational and Language Disabilities

AVAILABLE FROM:
Parents Magazines Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

COST:
Series (4 sets) $180.00 with records
Series (4 sets) $200.00 with cassettes
$53.00 for each set with record
$58.00 for each set with cassette

TITLE: Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People

DATE: 1979

FORMAT: Workshop manual

USE: Preservice or inservice training with regular education teachers, parents, community group representatives.

DESCRIPTION: The manual presents guidelines and activities for conducting a workshop to allow participants to experience the sensations, feelings, attitudes, and perspectives of handicapped persons. Information on planning the workshop is provided, along with a workshop planning checklist and 26 structured exercises to simulate visual, aural, and motor/orthopedic handicaps, mental retardation, communication disorders, and learning disabilities. Ideas for role plays and suggestions for community experiences are also provided.

AVAILABLE FROM: The Council for Exceptional Children
Publication Sales Unit
1920 Association Drive
Reston, Virginia 22091

COST: $12.50

TITLE: Exceptional Learners

DATE: 1978

FORMAT: 11 films (16mm or 3/4" video)

USE: Preservice or inservice training with regular or special education teachers.

DESCRIPTION: This film series, an introduction to special education, shows exceptional learners in a range of real-life settings and emphasizes the handicapped person's potential for achievement and independence. Some of the films address specific exceptionalities, and address teaching strategies, placement options, and special equipment. Other films cut across categories, focusing on overall concerns such as PL 94-142, the IEP, parent involvement, infant intervention, team planning, and individualizing instruction.

CONTENTS:

More Than a Promise is an overview of the spirit and implementation of some of the provisions of PL 94-142, and the promises it makes to handicapped people.

The IEP: Team Planning emphasizes parent involvement and shows how educational teams design individualized Education Programs.

The IEP: Making It Happen shows how IEP objectives are met in the classroom through a variety of instructional techniques.

Improving Instruction for Students with Learning Problems surveys a variety of services provided for mildly handicapped students in resource rooms which enable them to enter the classroom with their peers.

Meeting the Needs of the Physically Handicapped shows visits to two classrooms which depict special facilities and equipment, as well as handicapped children in regular classrooms learning with their non-handicapped friends.

Teaching the Severely Handicapped visits classrooms where special equipment and systematic instruction are used to help severely handicapped children achieve their full potential.

Educational Alternatives for the Hearing Impaired focuses on an oral instructional approach to the deaf, making use of residual hearing.

The Visually Handicapped in the Mainstream focuses on helping visually impaired children learn the skills necessary for mobility and independence.

Gifted Students examines the creation of special learning environments for gifted children to help them develop flexibility and skills in problem-solving and reflective thinking.

Young Children with Special Needs looks at the importance of early intervention, showing preschoolers in home- and center-based programs.

The Adult in The Community shows independent handicapped adults in their homes, in group homes, and in sheltered workshops.

AVAILABLE FROM: Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216

COST: Entire series: $1500, 16mm film; $995, 3/4" video
Individual films vary from $125 to $250 for 16mm, $100 to $150 for 3/4" video; contact publisher for details
5-day preview available.

TITLE: Exceptional Teaching (A Multimedia Training Program)

FORMAT: Eighteen individual MEDIAPAK components, worktext, instructor's guide, module overviews and additional exercises, transparent finders for student use with text and extra Behavior Charts for instructor or student use.

USE: Self-paced, individual, or group-paced classroom instruction of special education teachers; selected parts of the program can be used in preservice or inservice training of regular classroom teachers working with mildly handicapped students.

DESCRIPTION: This program provides instructional strategies, behavioral principles, and daily classroom management techniques for teachers working with exceptional children, especially the learning disabled, emotionally disturbed, or mildly and moderately retarded. Each module in the worktext explains key concepts and procedures; the audiovisual materials demonstrate teachers working with a variety of handicapped learners. Students use text and media to assess their development of full mastery and for both demonstration and for practice. The program focuses on observable academic and social classroom behaviors rather than on categories or labels, and provides for regular and frequent self-assessment of skill mastery.

CONTENTS:

Module 1: An Introduction to a Different Way of Learning
MEDIAPAK A The Process of Teaching

Module 2: Assessing Children: Movements and Measurements
MEDIAPAK B This Child is an Individual Because...
MEDIAPAK C Movement Cycles
MEDIAPAK D (1) David's Management Movements
(2) Mike's Management Movements

Module 3: Assessment Results: Changes and Charts
MEDIAPAK E Counting the Movements of Children
MEDIAPAK F I Can Do It Myself!
MEDIAPAK G Practices in Counting
MEDIAPAK H A Picture of Progress
MEDIAPAK I Using the Finder
MEDIAPAK J Charting Can Be Fun

Module 4: What to Do Before the Children Arrive...and Shortly Thereafter
MEDIAPAK K Probing A Child's Behavior: Initial Assessment

Module 5: The Pain: A Prescription for Progress
MEDIAPAK M Materials for Movement
MEDIAPAK N Instruction for Movement
MEDIAPAK O Consequences: A Reason for Movement

Module 6: Is It Working?
MEDIAPAK P (1) Alfred's Reading Program
(2) Deciding Before It Is Too Late

Module 7: Building from Experience
MEDIAPAK Q (1) Finding a Line of Progress
(2) Describing Lines of Progress
MEDIAPAK R (1) Describing Changes in Performance
(2) Interpreting Performance Changes
Module 8: Quick Guides

AVAILABLE FROM:

Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Box 508
Columbus, Ohio 43216

TITLE: Expanding Work Options for Exceptional Students

DATE: 1979

FORMAT: Sound/filmstrip, facilitator's guide, self-instructional manual

USE: Preservice and inservice training with regular, vocational and special educators.

DESCRIPTION: This kit is designed to assist educators in developing the skills required for planning, organizing, and implementing instruction for exceptional students which facilitates their career development in the least restrictive environment.

CONTENTS: Filmstrip: Career Education: An Overview

Expanding Work Options for Exceptional Students: A Self Instructional Manual

Activity Oriented Facilitator's Guide

AVAILABLE FROM: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: Complete set: $28.50
Additional copies of the self-instructional manual available for $7.00

TITLE: Feeling Free

DATE: 1978

FORMAT: Series of six 14-minute films. Classroom program includes one teacher's guide, 30 activities and stories books, six books of questions and answers about disabilities, six copies each of three books about three children featured in the films, one novel about a handicapped child, one classroom poster.

USE: Regular class teachers with non-handicapped students in the middle grades. The films and classroom unit may be used together or separately.

DESCRIPTION: The Feeling Free Program was developed under the direction of the Workshop on Children's Awareness, a division of the American Institutes for Research in Cambridge, Massachusetts, with related print materials developed under the direction of the Center on Human Policy at Syracuse University. The series was designed to help non-disabled students. Five of the films address children with different handicapping conditions. A sixth film includes all five children and two handicapped adults who share experiences and feelings.

CONTENTS: Films: John (dyslexic)
Laurie (blind)
Ginny (a dwarf)
Gordon (deaf)
Hollis (cerebral palsy)
Growing Up

Teacher's Guide includes suggestions for introducing the films to students, a review of teaching goals and five discussion themes--friendship, competence, helping, teasing, and adjusting.

Classroom Unit:
Books: Feeling Free: Activities and Stories includes role-playing and other activites, stories, and discussion topics.
What Do You Do When Your Wheelchair Gets a Flat Tire consists of questions about disabilities and answers by handicapped kids, culled from hundreds of interviews.
Hollis is a book about a 12 year old boy with cerebral palsy.
Ginny is a book about a 12 year old girl who is a dwarf.
Laurie is a book about a blind girl.
Hackett McGee is a novel about a boy's feelings when he shifts from a special to a regular public school and how his classmates help ease the transition.

Classroom Poster: "Sticks and Stones may break my bones, but names will really hurt me".

Teacher's Guide for Classroom Unit includes strategies for relating the program to the personal experiences and feelings of elementary school children, discussion themes and related activities, and a bibliography for additional reading.

AVAILABLE FROM:

Scholastic
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

COST:

Complete set of six films: $995, 16mm film; $696.50, video format
Individual titles: $195 each for 16mm film; $136.50 each for video format
Classroom unit complete set: $99.50

TITLE: Full Services Planning in Special Education: Exercises in Fiscal and Program Development

DATE: 1980

FORMAT: Trainer's guide, 20 participants handbooks, filmstrip.

USE: Preservice and inservice use with administrators; one day workshop or series of training sessions.

DESCRIPTION: The program is intended to provide university, state, and local education agency personnel with field-tested media and materials for use in workshops and courses for administrators in planning a full service program in special education, including both program and fiscal aspects. A series of simulation exercises are included, and provide a forum for discussions about best practices vs. cost-effective approaches and political issues affecting the development of full services for handcapped students.

CONTENTS: The Trainer's Guide provide a sample one day agenda for inservice provides.
The filmstrip introduces participants to the leading characters in the simulation, provides basic demographic information on the community, and gives examples of approaches for providing full service planned by the district's new director of special education.
The Participant's Guide includes material for the simulations; participants may view themselves as the new director, or as advisors to the director.

AVAILABLE FROM: National Association of State Directors of Special Education
1201 16th St., NW
Suite 610E
Washington, DC 20036

COST: $200.00

TITLE: Get Set: Generic Education Training for Special Education Teachers

DATE: 1978

FORMAT: One leader's manual, one participant's manual, one set of masters for the reproduction of the participant's manual, one book of resources, eight filmstrip/audiotape sets, two audiotapes, one 16mm film: Collaborative Problem Solving, five manipulative items (5 sets of each), twenty-three transparencies, and three commercially available books.

USE: Inservice training program with special education teachers who have been categorically trained but must work with children who have handicapping conditions other than that for which they have been trained. The program can also be adapted for use in preservice training of regular and special educators.

DESCRIPTION: Get Set is a competency based, multimedia, inservice training program. The total package includes approximately 60 hours of training, but the modules and the activities within the modules can be used independently within a smaller time frame.

CONTENTS: Modules:
- The Generic Special Education Teacher
- Communication with Parents, Students, and Co-Workers in the Generic Setting
- The Skills of Communication
- Planned Change -- specific problems in communicating with parents, co-workers and the child in the generic setting
- Planned Change Through the Problem Solving Approach
- General Concepts in Assessment
- Performance Objectives and Task Analysis -- Critical Tools in Ongoing Assessment
- Educational Planning and the Individual Instructional Plan (IIP)
- Designing and Constructing Instructional Materials

AVAILABLE FROM: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

COST: $360.00

Note: The third year of project Get Set has produced four additional modules focusing on systematic management. The modules are incorporated into a self study manual which teachers can use either individually or with one or two other people. The materials can also be adapted for workshop use. Get Set II includes supporting media and resources.
Cost: $200.00

TITLE: Good Start! A Multimedia Approach to Meeting the Needs of Visually Handicapped Students

DATE: 1979

FORMAT: One 16mm color film, six 12-minute color filmstrips with accompanying cassettes, several publications.

USE: Preservice or inservice training of classroom teachers, administrators, physical educators, psychologists, counselors, or parents. Each group sees the film and one or two filmstrips and reviews relevant publications.

DESCRIPTION: Good Start! was developed to provide specific training about services for visually handicapped youngsters, to assist local education agency representatives in meeting the unique needs of such youngsters.

CONTENTS: Film: No Two Alike shows visually handicapped children of all ages and ethnic groups participating alongside their sighted peers in classroom and extracurricular settings. case studies of the development of Individualized Education Programs (IEPs) by local education agency personnel and parents are also presented.

Related Publications: Living With Impaired Vision: An Introduction
Good Start! Discussion Guide

Filmstrips and cassettes:

Just Getting Around shows visually handicapped students traveling by themselves and with friends in school and on outings, and demonstrates techniques which teachers and sighted students can use to help visually handicapped students move freely in a range of activities.
Related Pamphlet: How Does a Blind Person Get Around?

One in a Thousand discusses support services, aids, and personnel available locally and nationally to the school administrator; it also focuses on the development of a visually handicapped student's Individualized Education Program (IEP).
Related Publication: Guidelines for Public School Programs Serving Visually Handicapped Children

So You're Going to Have a Visually Handicapped Child in Your Class addresses the regular teacher's concerns by detailing the kinds of special support personnel and aids available to insure that the student is receiving the same educational and social opportunities as classmates.
Related Pamphlet: When You Have A Visually Handicapped Child In Your Classroom: Suggestions for Teachers

A Test of Skills illustrates the role of the school psychologist in evaluating visually handicapped students and as a member of the team responsible for developing an Individualized Education Program.
Related Publications: Measures of Psychological, Vocational, and Educational Functioning in the Blind and Visually Handicapped
Assessment for Visually Handicapped Children and Youth

One of the Gang shows how physical education instructors use simple techniques and adapted sport equipment to include visually handicapped students in physical and recreational activities, and includes exercises to help younger children develop motor skills and spatial concepts.
Related Chart: Adapting Physical Education and Recreation Activities for the Visually Handicapped Student

Best Education Possible describes the rights of parents under the Education of All Handicapped Children Act, details their role as members of their child's Individualized Education Program (IEP) team, and describes the educational resources that should be available to visually handicapped children.
Related Publication: Best Education Possible: Some Facts for Parents

AVAILABLE FROM:

The American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

COST:

Complete package: $300.00

TITLE: The Handicapped Child in Your Classroom

DEVELOPERS: The Interrelated Teacher Education Project, University of Alabama

DATE: 1979

FORMAT: Four teaching guides, each about 25-35 pages.

USE: Preservice and inservice training of regular class teachers.

DESCRIPTION: These teaching guides provide information to aid the regular class teacher in mainstreaming the handicapped child. Each booklet, devoted to a separate exceptionality, includes information on the characteristics of the exceptionality (legal and educational definitions, etiology, areas of difficulty); educational assessment (identification, types of tests, the assessment team); effective teaching methods, and relevant resources.

CONTENTS:
Randy: The Learning Disabled Child in Your Classroom
Mark and Amy: The Disturbing Children in Your Classroom
Billy: The Visually Impaired Child in Your Classroom
Matt: The Mentally Retarded Child in Your Classroom

AVAILABLE FROM:
The Interrelated Teacher Education Project
The University of Alabama
Birmingham, Alabama 35294

Also available in microfiche from:
ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210 (ED 176 454-176 457)

TITLE: Identification and Assessment System:
A System for the Identification, Assessment, and Evaluation of the Special Needs Learner in Vocational Education.

DEVELOPERS: University of Illinois, Urbana; Bureau of Educational Research

DATE: 1978

FORMAT: A series of nine instructor's guides, administrator's manual.

USE: Local education agency personnel involved in delivery of services to students with special needs enrolled in vocational education programs; can be adapted for preservice education.

DESCRIPTION: This resource package presents a three phase identification and assessment system and suggests steps for implementing such a system in a local education agency, including referral, assessing the student's levels of vocational-education performance, developing and monitoring an individual vocational plan and training plan, and conducting student and employer follow up. Sample forms are provided with each instructor's guide.

CONTENTS:

Administrator's Manual for the Identification and Assessment System

Instructor's Guides:
- Introduction to the Identification and Assessment System
- Procedures for Identifying Students with Special Needs
- Strategies for Assessing the Student's Present Level(s) of Performance
- Preparing an Individual Vocational Plan
- The Use of Training Plan in Concurrent Work-Education Programs
- Assessing Vocational Skill Development
- Monitoring the Student's Individualized Vocational Plan
- Conducting Student Followup
- Conducting Employer Followup

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210 (ED 165 397-165 406)

TITLE: Identification and Evaluation Program Package

DATE: 1978

FORMAT: Four books, three cassette tapes.

USE: Preservice or inservice training of regular and special education teachers, counselors, school psychologists.

DESCRIPTION: This package is intended to help introduce teachers and counselors to theories and recent developments related to the assessment of a variety of learning problems.

CONTENTS: Books:

Reading in Identification and Evaluation of Exceptional Children
Readings in Learning Disabilities
Assessing the Learning Disabled
Psychological Testing of Children

Cassettes:

Hope for the Non-Reader: Neurological Approach
Individual Intelligence Testing
Standardized Differs from Informal Testing

AVAILABLE FROM: Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

COST: $98.00

TITLE: I'm A Lot Like You (Elementary Program)

FORMAT: Series of color videotapes with accompanying duplication materials and instructor's manual

USE: Preservice and inservice training with regular education teachers at the elementary level; individual use with tapes and activities (rather than lecture format) in courses, seminars, and workshops.

DESCRIPTION: Developed through the Dean's Grant at the University of Wisconsin-Milwaukee, this set of modules was designed to examine regular education teachers' attitudes toward exceptional education students and mainstreaming, and to provide information on appropriate methods and strategies for use with mainstreamed students. The videotapes include scenes of actual classrooms and exceptional education students, are accompanied by activities requiring participant involvement, such as conducting observations and collection data while watching the videotapes, making curriculum decisions after strategies and methods are illustrated, examining attitudes, and adapting materials and teaching strategies.

CONTENTS: Understanding Individual Differences

*Legislation reviews historical trends leading to current mainstreaming legislation and the implications of such legislation. Viewers are asked to define major elements and identify pros and cons of mainstreaming and analyze legislation dealing with confidentiality, open records, and due process.

Philosophical Considerations addresses the issues of teacher accountability, responsbility to the child vs. the total environment, priority of the group vs. priority of the individual, and equal opportunity vs. equal product.

Characteristics of different handicapping conditions are considered, as are the implications of varying degrees of diability for making decisions concerning placement. Viewers are asked to describe learning and behavior patterns, speech and language problems, and sensory and motor problems.

Human Relations includes discussions among handicapped students with their teacher about what it means to be "handicapped". Strategies for preparing a teacher and class to receive a mainstreamed student are demonstrated and participants are asked to examine their own feelings, select appropriate resouces, and explore implications of labeling and the self-fulfilling prophecy.

*Range of Services explores a continuum of service models and provides examples of a student at the elementary, middle, and high school levels, along with the various support systems

available. Participants are asked to explore currently available services, discuss cooperative efforts between regular and special educators, and adapt case studies to different levels of services and support.

Assessing Individual Differences

Observation uses "stop tape" techniques to have viewers conduct observations of social and academic behavior and record data using checklists, rating scales, anecdotal records, and behavior counts.

Informal Inventories addresses the administration, interpretation, and development of criterion referenced measures in a variety of content areas.

*Diagnostic Teaching illustrates the process of task and learning analysis and addresses strategies for incorporating diagnostic information into teaching.

M-Team, IEP, and Parent Conference uses a step-by-step case study to illustrate the determination of appropriate placement and programming. Viewers are asked to identify the steps in the M-Team process and in making a referral, to discuss the roles of M-Team participants (in particular, the classroom teacher), and to address the issue of parent conferencing for the child.

Programming for Individual Differences

Teacher Variables explores how a variety of teacher variables can affect student achievement and classroom environments; variables include teaching style, teacher verbal language and non-verbal language, direction giving, and questioning techniques.

Environmental Control addresses strategies for meeting a student's individual needs in a mainstreamed classroom through room and grouping arrangements, and organizational procedures.

Reading illustrates techniques to help participants individualize appropriately to meet the handicapped students' needs, and includes modifying reading curricula and materials, using specialized approaches and techniques, and developing teacher made materials.

Mathematics demonstrates a range of specific techniques to teach mathematics to mainstreamed handicapped students, including techniques for selecting commercial materials for specific skills, planning appropriate activities, and developing activities to meet specific objectives.

Behavior Management demonstrates techniques for writing objective behavior descriptions, developing appropriate management strategies, and outlining procedures to weaken undesirable behavior and substitute appropriate behavior.

Instructor's Manual includes director's guide, activities and supplemental materials, a bibliography, references, and a glossary.

AVAILABLE FROM:

The University of Wisconsin-Milwaukee
I'm A Lot Like You
Department of Exceptional Education
P.O. Box 413
Milwaukee, Wisconsin 53201

COST:

Entire program (elementary) - $910.00
Individual modules - $60.00, except for M-Team Process, IEP and Parent Conference - $90.00 (or M-Team and IEP - $60.00, Parent Confereance - $60.00)
Preview tape available for one week loan.

*Indicates modules used in both elementary and secondary programs.

TITLE: I'm A Lot Like You (Secondary Level)

FORMAT: Series of color videotapes, all less than 30 minutes, with accompanying duplication materials and instructor's manual.

USE: Preservice and inservice training with regular education teachers at the secondary level; for individual use with tapes and activities, rather than lecture format, in courses, seminars, and workshops.

DESCRIPTION: Developed through the Dean's Grant at the University of Wisconsin-Milwaukee, this set of modules was designed to examine regular education teachers' attitudes toward exceptional education students and mainstreaming, and to provide information on appropriate methods and strategies for use with mainstreamed students. The videotapes include scenes of actual classrooms and exceptional education students, are accompanied by activities requiring participant involvement, such as conducting observations and collecting data while watching the videotapes, making curriculum decisions after strategies and methods are illustrated, examining attitudes, and adapting materials and teaching strategies.

CONTENTS: Understanding Individual Differences

Human Relations consists of a series of taped interviews with handicapped and nonhandicapped individuals to help participants examine the phenomena of labeling, the self-fulfilling prophecy, and setting expectations, and to help them examine their own attitudes and feelings.

*Legislation reviews historical trends leading to current mainstreaming legislation and the implications of such legislation. Viewers are asked to define major elements and identify pros and cons of mainstreaming and analyze legislation dealing with confidentiality, open records, and due process.

Philosophical Considerations addresses such issues as total group vs. individual instruction, relevancy of the curriculum vs. standard content, classroom vs. broader environmental expectations, and exclusion vs. zero-reject models.

Characteristics briefly reviews normal development as it relates to exceptional education students, examines the overlap of characteristics at the elementary level, and uses case vignettes to answer questions concerning characteristics.

*Range of Services explores a continuum of service models and provides examples of a student at the elementary, middle, and high school level, along with the various support systems available. Participants are asked to explore currently available services, discuss cooperative efforts between regular and special educators, and adapt case studies to different levels of services and support.

Assessing Individual Differences

Informal Inventories presents information on observation, informal inventories, and interview techniques. Participants are involved in writing anecdotal records, reviewing, revising, and developing informal inventories, and role-playing an interview from a case study.

*Diagnostic Teaching illustrates the process of task and learning analysis and addresses strategies for incorporating diagnostic information into teaching.

M-Team, IEP, and Parent Conference uses a case study of a reevaluation of a secondary student; participants are involved in identifying the role of M-team participants, writing Individulized Education Plans for students, and examining the basic referral and team process and parent involvement strategies.

Programming for Individual Differences

Curriculum Analysis and Management utilizes classroom scenes to demonstrate how secondary programs can be modified to meet a wider range of student needs, including changing materials, expectations, teaching strategies, and course requirements.

Career and Pre-Vocational reviews the importance of making content relevant to daily living and functional adulthood; activities include modifying curricula to include a career/pre-vocational focus.

Developing Social and Affective Behaviors addresses managing behavior of secondary students from the prevention perspective, strategies for developing a positive learning environment, opening lines of communication, and contracting for appropriate behavior.

AVAILABLE FROM:

The University of Wisconsin-Milwaukee
I'm A Lot Like You
Department of Exceptional Education
P.O. Box 413
Milwaukee, Wisconsin 53201

COST:

Entire program (secondary): $730.00
Individual modules $60.00, except for M-Team Process, IEP and Parent Conference - $90.00 (or M-Team and IEP - $60.00, Parent Conference - $60.00)
Preview tape available for one week loan

*Indicates modules used in both elementary and secondary programs.

TITLE: Implementing Procedural Safeguards: PL 94-142: The Education for All Handicapped Children Act

DATE: 1977

FORMAT: Three filmstrips, three cassette tapes, user's guide, and duplicating masters.

USE: Preservice and inservice training for regular and special education teachers, administrators, college students, parents, adovcacy groups.

DESCRIPTION: This multimedia program is designed to assist administrators, teachers, parents, and advocacy and other community groups in understanding and meeting the basic requirements of PL 94-142. Emphasis is placed on protection of the rights of the handicapped child guaranteed by law and the corresponding responsibilities of the educational system.

CONTENTS: The guide provides directions for the presentation of three sessions, each revolving around the content of one of the filmstrips. Purpose and format of each meeting, helpful procedures, expected audience outcomes, and scripts of the filmstrips are included to assist the presenter. The user's guide also includes samples of forms useful in implementing PL 94-142, and further information about the law and how it provides rights and protection to handicapped children.

Filmstrips: The Identification, Evaluation and Placement Process discusses how parents of handicapped children become involved in these procedures, and the rights of the child to free and appropriate education.

How the Law Works: Three Case Studies illustrates the evaluation, placement and IEP planning for three children with different handicaps.

How a Procedural Safeguards Hearing Works tells what happens when school and parents cannot come to an agreement on placement.

AVAILABLE FROM: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: $90.00

TITLE: Individualization of Instruction...A Programmed Approach

DATE: 1973

FORMAT: Leader's guide, 20 programmed workbooks, 20 individualization profiles, 20 evaluation workbooks, 57 transparencies.

USE: Workshop for preservice and inservice personnel.

DESCRIPTION: This unit provides an introduce to the principles and processes of an individualized instructional program and suggests practical strategies for evaluation and implementation.

CONTENTS:

PART I - The Overview of Individualized Instruction

The Programmed Learning Workbook assists participants to examine roles of the three components of an individualized instructional program - the teacher, the learner, and instructional materials - and their interdependent functions.

An Individualization Profile is completed by each participant, which shows the extent to which he is practicing techniques of individualizing instruction.

Fifty-seven transparencies are presented, illustrating and reinforcing major points.

PART II - Evaluation and Action Steps

Evaluation workbooks are used by participants to do a Q-sort on individualization, providing an opportunity to evaluate teaching methods used in classrooms.

Singly, in pairs, and in larger groups, participants define problems in implementing an individualized instructional program and formulate strategies for overcoming them within their individual settings.

AVAILABLE FROM: Paul S. Amidon and Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116

COST: $145.00

INDIVIDUALIZED EDUCATION PROGRAMS

TITLE: Writing Individualized Assessment Reports in Special Education: A Resource Manual

DATE: 1978

FORMAT: 36 page manual

USE: Writers of assessment reports which will be used by IEP teams for placement and programming decisions.

DESCRIPTION: This resource manual describes the rationale of assessment, discusses assessment functions, provides a step-by-step procedure for report writing, and outlines PL 94-142 assessment requirements.

COST: $4.00

TITLE: Functions of the Placement Committee in Special Education: A Resource Manual

DATE: 1976

FORMAT: 112 page soft cover, resource manual

USE: Members of placement committees, trainers of placement committees

DESCRIPTION: This manual provides a guide for placement committees on developing individualized education programs and a guide for trainers of placement committees in meeting federal and state requirements. The manual includes an overview of PL 94-142 as it relates to the use of a placement committee and IEP development, an introduction to the functions of a placement committee, a checklist to guide the committee through each function, an activities checklist, and an appendix with additional resources, sample state guidelines, sample forms, due process procedures, and suggestions for preparing the IEP. Sample forms, checklists and parent letters are included.

COST: $4.00

TITLE: Guide for Trainers: A Resource for Workshops on Developing Individual Education Programs

DATE: 1978

FORMAT: 158 page soft cover resource manual

USE: State and local education agency personnel who are or will be training placement committees

DESCRIPTION: This manual provides trainers with a training process and materials to be used in training placement committees in decision making in the development of individualized education programs under PL 94-142. The workshop process and materials have been field-tested in workshops across the country. An appendix includes a list of suggested media, materials, and activities.

COST: $4.00

AVAILABLE FROM: National Association of State Directors of Special Education
1201 Sixteenth Street N.W.
Washington, D.C. 20036

TITLE: Individualized Education Programs (IEPs): A Handbook for Vocational Educators

DATE: 1980

FORMAT: Handbook (slide/tape presentation in development)

USE: Preservice and inservice training with vocational teachers, administrators, and counselors.

DESCRIPTION: A step-by-step guide to help vocational educators understand their roles and responsibilities in developing and using IEPs, this handbook includes checklists of procedures that will aid in mainstreaming handicapped students into school programs.

CONTENTS:

Briefs: Development of Individualized Education Programs (IEPs) for the Handicapped in Vocational Education

Job Placement and Adjustment of the Handicapped: An Annotated Bibliography

Guidance Needs of Special Populations

Least Restrictive Alternative for Handicapped Students

Note: Each brief is based on a review and synthesis paper with the same title; the paper is available in either hard copy or microfiche.

AVAILABLE FROM: National Center for Research in Vocation Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

COST: Contact publisher for price information

TITLE: The Individualized Education Program: A Team Approach

DATE: 1978

FORMAT: Inservice training package

USE: Two day staff development workshop for regular and special education teachers

DESCRIPTION: This inservice training package includes notes for the workshop facilitator, information on workshop materials, sample handouts, transparencies, and evaluation forms. The training package, which emphasizes a team approach to development of the IEP, consists of seven units: Introduction to the workshop, PL 94-142 and Section 504 of the Rehabilitation Act, handicapped students in the classroom, steps in the IEP process, describing current levels of performance, task analysis and behavioral objectives, and completing the IEP. A list of some 50 materials on appraisal, placement, and monitoring is included.

AVAILABLE FROM: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

TITLE: Individualized Education Programs for Handicapped Children

DATE: 1978

FORMAT: Three full color filmstrips with accompanying cassette tapes, each about 13 minutes

USE: Inservice and preservice training of teachers, students administrators, parents

DESCRIPTION: This training package demonstrates how to plan and implement the Individualized Education Program (IEP) for handicapped students. The complete IEP process is reviewed, and the related components of P.L. 94-142 explained, through assessment, implementation, monitoring, and administrative procedures.

CONTENTS:

Filmstrips: Fulfilling the Promise presents a basic explanation of the components of PL 94-142 that relate to the development of the IEP and shows how the IEP serves as a management tool linking children to required services.

The First Steps demonstrates how the assessment process works and discusses how schools can combine assessment information to report the child's present level of performance. This filmstrip also presents the rationale for written annual goals and shows how to set priorities necessary to decide the appropriate annual goals that lead to writing short term objectives.

From Conference Room to Classroom highlights IEP issues including monitoring pupil progress, administrative procedures, personnel issues, and organizational patters.

Manual: A Primer on Individualized Education Programs for Handicapped Children; Ed. by Scottie Torres; 60 pages. A how-to manual for teachers, administrators, parents and support personnel. Includes policies and sample IEP form.

AVAILABLE FROM: The Foundation for Exceptional Children
1920 Association Drive, Suite 301
Reston, Virginia 22091

COST: $65.00

TITLE: Individualized Education Program Package

DATE: 1978

FORMAT: Three filmstrips, three cassettes, two books of readings, teacher's guide, duplicating masters

USE: Administrators, teachers, parents, psychologists

DESCRIPTION: This multi-media training package is designed to provide teachers, administrators, students, and parents with a clearer understanding of the meaning of the Individualized Educational Program (IEP), the context of PL 94-142, and the practicalities of making the plan work. Specific techniques of implementation and methods of approach are defined.

CONTENTS: Team Plan (Part I) includes the intent of the law, the goals of the plan and the methodology of putting the plan together.

Team Plan (Part II) shows the multifaceted dimensions of the IEP as various members of school and community work together to develop an effective plan.

Teacher Plan discusses the writing of objectives for each special child, methods of evaluating individual children's particular needs, and positive ways to implement the IEP - both within the classroom and with outside assistance.

AVAILABLE FROM: Special Learning Corporation
42 Boston Post Road
Gulford, Connecticut 06437

COST: $140.00

INDIVIDUALIZED EDUCATION PROGRAMS: SLIDE PRESENTATIONS

TITLE:	The Intent of the IEP (Individualized Education Program)
DATE:	1977
FORMAT:	One 8 minute slide presentation, cassette tape, script
USE:	Preservice and inservice training with regular classroom teachers; introductory presentation for a workshop for parent groups and PTAs.
DESCRIPTION:	This slide tape presents a discussion of the Congressional intent behind the Individualized Education Program.
COST:	$45.00

TITLE:	IEP Man
DATE:	1977
FORMAT:	One 10 minute cartoon slide presentation, cassette tape, script
USE:	Introductory presentation at workshops for educators, support personnel, or parents.
DESCRIPTION:	This slide presentation humorously presents the steps a placement committee must take to develop an IEP and the content components of an IEP.
COST:	$45.00

TITLE:	Conducting Assessments in Special Education
DATE:	1977
FORMAT:	One 7 minute slide presentation, cassette tape
USE:	Preservice or inservice training for educators or assessment personnel, or workshops for parents.
DESCRIPTION:	This presentation covers the federal requirements for conducting assessments in special education.
COST:	$40.00

TITLE: Mental Health and the IEP

DATE: 1977

FORMAT: One 8 minute slide presentation, cassette tape

USE: Inservice workshops for educators, assessment personnel, and parents

DESCRIPTION: This humorous slide presentation relates the functions of assessment in IEP development and provides a rationale for the writing of synthesized, comprehensive assessment reports.

COST: $40.00

AVAILABLE FROM: National Association of State Directors of Special Education
1201 Sixteenth Street N.W.
Washington, D.C. 20036

TITLE: Information Center
Council for Exceptional Children

DESCRIPTION: The Council for Exceptional Children (CEC) Information Center is set up to provide a comprehensive data base of professional information, literature, and material on the education of handicapped and gifted children. As the major professional association in the education of exceptional children, CEC provides a variety of products and services related to practice, training, and research for education professionals working with exceptional children. CEC maintains a comprehensive data base of professional material on the education of handicapped and gifted children. Bibliographies, including abstracts of each entry, may be purchased on the general topic of mainstreaming or on mainstreaming for special groups, as well as on many other topics relevant to changing modes of service to exceptional children.

The CEC Information Center also produces information products in both print and nonprint formats. Products and services such as the following are available for purchase: topical bibliographies giving an overview of the significant historical and current literature on a given topic; custom computer searches of the thousands of citations in the CEC data base; Selective Dissemination of Information (SDI), a literature awareness service; Exceptional Child Education Resources (ECER), a quarterly, indexed publication containing bibliographic information and an abstract of all literature acquired by the CEC Information Center and stored in its computer data base; CEC periodicals, such as Exceptional Children, Teaching Exceptional Children, Insight, Education and Training of the Mentally Retarded, and newsletters; other publications and nonprint products; and the CEC microfilm library, which contains in microfilm the entire historical collection of CEC periodicals and other publications. The CEC Information Center was established in 1966.

AVAILABLE FROM: Council for Exceptional Children
Information Center
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728 (toll-free)
In Virginia call (703) 620-3660 collect

TITLE: Kids Come in Special Flavors: Understanding Handicaps

DATE: 1978

FORMAT: Guide book, cassette tape, simulation materials

USE: Preservice and inservice training with regular education teachers, students

DESCRIPTION: This kit was designed to help non-handicapped learner--teachers and students--increase understanding and awareness of the feelings that go along with various handicaps. Sixteen action simulations are provided to "try on" handicaps and clear up misconceptions about handicapped students' capabilities.

AVAILABLE FROM: Special Flavors
Box 562
Forest Park State
Dayton, Ohio 45405 (513-253-6173)

COST: $21.95

TITLE: Let's Series Modules
Preparing Regular Educators for Mainstreaming
(Project PREM)

DATE: 1976

FORMAT: Series of ten competency-based, field-tested training modules in the form of individual learning packets.

USE: Preservice and inservice training of regular educators; adaptable for use with supervisors, administrators, and principals.

DESCRIPTION: The Project PREM Let's Series Modules are designed to develop cognitive and attitudinal competencies for working with mildly handicapped students in the regular classroom. Each module contains a prospectus goals and objectives, flow chart, pre-test, specific objectives, learning alternatives, self-assessment inventories, and a post-test.

CONTENTS:
Attitudes of Teachers
The Concept and Implementation of Mainstreaming
Characteristics and Educational Implications for Handicapping Conditions
Individualizing Instruction
Communication Skills Development
Social and Academic Integration of Handicapped Children into the Regular Classroom
Testing and Observation Techniques
Behavioral Management Techniques
Sources and Development of Instructional Materials
Career Education Adaptations

AVAILABLE FROM: Project PREM
EDB 210
The University of Texas at Austin
Austin, Texas 78712

Distributed by:
National Support Systems Project
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

Cost: $25.00 for 3 Manuals

TITLE: Like You, Like Me Series

DATE: 1977

FORMAT: Series of ten animated six-minute films

USE: Regular classroom teachers and students.

DESCRIPTION: These films use a story-line format to dramatize one or more handicapping conditions, and are designed to help teachers and others with the problem of integrating handicapped children into the normal classroom setting.

CONTENTS: Let's Be Friends deals with Margaret, who is emotionally disturbed, and her interactions with other students in class.

See What I Feel is the account of Laura, who is blind, of a trip she took to the zoo with her parents, and her descriptions of the goings-on at the zoo--through her senses of smell and touch and the sounds she heard.

When I Grow Up is the story of children at a costume party who dress up as the grownups they would most like to be -- Laura, who is blind, wants to be a telephone operator; Steve, who has a prosthetic hand, wants to be a farmer; and Tommy, who walks with braces, wants to be the town's mayor.

Everyone Needs Some Help is the account of a fair where children trade homemade items--Shelly, who is deaf, makes Play Doh sculptures; Jill plans to make necklaces; and Manuel, a stutterer, sings a song.

Let Me Try is the story of a woman's realization, after talking with the parents of Wendy, a mentally retarded child, that being with other children isn't unsafe, but is important to help Wendy learn.

Why Me? is the story of Tommy, who has to give up his trip to summer camp to go into the hospital for an operation, where he meets Ralphie. Ralphie envies Tommy's special talent--his ability to swim--and the two meet weeks later so that Tommy can teach his new friend how to swim.

It's Up To Me is the story of Scott, an asthmatic, how other children tease him about his fears, and how the school nurse explains that if we really care for our friends we must help them take care of themselves.

I Can Do It shows how Tommy, who uses double braces to walk, discovers that he can get up by himself without help when he falls.

Let's Talk It Over is the story of how Sandy's friends come to accept the fact that she is an epileptic.

Doing Things Together shows how Steve, who has a prosthetic hand, shows how it works to Martin, and how once Martin understands there is nothing to fear, they become friends.

AVAILABLE FROM: Encyclopedia Brittanica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

TITLE: Mainstreaming: A Handicapped Child Is Coming to Class

DATE: 1978

FORMAT: Three books of readings, three filmstrips and three cassettes, 20 black line masters, one teacher's guide.

USE: Preservice and inservice training of regular and special education teachers, administrators, paraprofessionals, school support personnel, and parents.

DESCRIPTION: These materials were designed in cooperation with school districts with successful mainstreaming programs, and are intended for use in a workshop format.

CONTENTS: Books:

-Readings in Special Education
-Readings in Mainstreaming
-Readings in Diagnosis and Placement

Filmstrip and Cassette Programs:

-Getting Ready - A Cooperative Plan for the Child emphasizes the importance of positive attitudes and involvement on the part of administrators, teachers, and other students in educating a handicapped child.
-Teacher Preparation - In Class Readiness suggests effective techniques for working with handicapped students, including development of positive attitudes, assessment techniques, and recognition of social peer influences.
-It Doesn't Stop Here - A Life Plan Toward Independence addresses the issues of life skills, dignity, and the requirements of the real world within the context of a mainstreamed classroom.

20 Black line masters for inservice workshops are designed to prompt group interaction following the viewing of the filmstrips.

The Instructor's Guide contains scripts for the sound/filmstrips and suggestions for making a mainstreaming program successful.

AVAILABLE FROM: Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

COST: $140.00

TITLE: Mainstreaming Children with Special Needs: An Independent Study Guide for Informal Seminar Groups

DATE: 1979

FORMAT: Handbook consisting of five unit guides

USE: Preservice training of regular education teachers in small groups or independent study.

DESCRIPTION: Originally developed for use in a course on mainstreaming children with special needs, the materials in this handbook have been revised for use with small groups and individuals. Five unit guides are included; each contains a brief introduction and rationale for inclusion of the topic, set of suggested objectives, set of suggested activities, suggested ways of sharing learnings with the group, an evaluation form with questions intended to help the student assess his or her progress, a bibliography, and in some instances, a series of preassessment questions, and an overview of units is provided. A list of questions and answers on study procedures is provided. Other features include a list of organizations and foundations providing information on the handicapped and a list of books for children to foster positive attitudes toward their handicapped peers.

CONTENTS:
Mainstreaming: Rationale and Federal Mandate
Handicapping Conditions
Attitudes
Classroom Context
System Influences

AVAILABLE FROM:
The Dean's Grant Project
School of Education
422 Huntington Hall
Syracuse University
Syracuse, NY 13210

TITLE: Mainstreaming: Classroom Management Techniques

DATE: 1978

FORMAT: Four filmstrips, accompanying cassettes, discussion guide

USE: Preservice and inservice training of regular class teachers

DESCRIPTION: This multi-media program was designed to help elementary and secondary regular classroom teachers learn about and apply management strategies that will help mainstreamed children to function successfully in a regular classroom.

CONTENTS: Filmstrips: You Can Make It Work
Learning Impairments
Behavior Problems
Physical Disabilities

AVAILABLE FROM: Guidance Associates
757 Third Avenue
New York, New York 10017

COST: $84.50

TITLE: Mainstreaming Handicapped Students into the Regular Classroom

DATE: 1978

DEVELOPERS: Florida Department of Education, Division of Vocational Education, Dissemination/Diffusion Section

FORMAT: Five booklets

USE: Preservice or inservice training with vocational education teachers or administrators.

DESCRIPTION: This series of booklets provides an overview of mainstreaming principles, relevant legislation, management and administrative issues, individualized education programs, work evaluation programs and systems, characteristics of different handicapping conditions, specific teaching suggestions for use by vocational educators, and architectural considerations in vocational education for the handicapped.

CONTENTS:
Mainstreaming Handicapped Students Into the Regular Classroom
A System of Management
Evaluation and Placement
Characteristics of Handicapped Students
Architectural Considerations for a Barrier Free Environment

AVAILABLE FROM:
ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210 (ED 153 044-153 048)
or
Dissemination/Diffusion Section
Division of Vocational Education
Florida Department of Education
Tallahassee, Florida 32304

TITLE: Mainstreaming in Action

DATE: 1980

FORMAT: 16mm sound film, 27 minutes.

USE: Preservice and inservice teacher and administrator education.

DESCRIPTION: Produced by Togg Films and the Center on Human Policy under a grant with the USOE Bureau of Education for the Handicapped, this film is intended to increase teachers' and administrators' awareness of a variety of disabilities, encourage discussion of thought and feelings about mainstreaming, and offer a positive but realistic look at problems of mainstreaming programs. Mainstreaming in Action was filmed entirely in public schools in which children with various disabilities are being integrated. The film includes discussions by a group of teachers concerning such issues as socialization vs. academic learning, individualization, classroom management, and openness in curriculum.

AVAILABLE FROM: Encyclopedia Brittanica Educational Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

COST: $395.00
Rental also available $45.00 (1-5 days)
Contact distributor for preview information

TITLE: Mainstreaming: It Works!

DATE: 1978

FORMAT: One 9-minute color carousel slide tray and cassette tape

USE: Preservice and inservice training of teachers and administrators of high school programs in vocational and special education.

DESCRIPTION: This slide-tape program presents methods of effectively mainstreaming handicapped students in vocational education programs at the high school level.

TITLE: Special Students: The Legislation and the Programs

DATE: 1978

FORMAT: One 9-minute color carousel slide tray and cassette tape

USE: Preservice and inservice training of teachers and administrators of high school programs in vocational and special education.

DESCRIPTION: This slide-tape program provides a brief summary of Public Law 94-142 (the Education for All Handicapped Children Act), Public Law 94-482 (Education Amendment of 1976), and Public Law 93-112, Section 504 (Rehabilitation Act of 1973) and the implications of the legislation for vocational educators.

TITLE: Program Planning and Implementation

DATE: 1978

FORMAT: One 9-minute color carousel slide tray and cassette tape

USE: Preservice and inservice training of teachers and administrators of high school vocational and special education programs.

DESCRIPTION: This slide-tape program focuses on programmatic components necessary to plan and implement comprehensive programs for handicapped students in vocational education.

AVAILABLE FROM:

Illinois State University
Turner Hall
Normal Illinois 61761

ECCMC/Illinois Office of Education
100 North First
Springfield, Illinois 62777

COST:

Not available for purchase; may be duplicated;
3 weeks free loan.

Additional titles available from same source.

TITLE: Mainstreaming Library

DATE: 1977

FORMAT: Series of 15 resource books, varying from 224-320 pages.

USE: Preservice or inservice training with regular education teachers.

DESCRIPTION: This series is designed to provide background material and methodology for the regular class teacher dealing with special needs children in the classroom. Most of the books consist of collections of articles on a specific disability and include a topic matrix, glossary of terms, and appendix.

CONTENTS:
Special Education
Learning Disabilities
Mental Retardation
Autism
Behavior Modification
Speech and Hearing
Deaf Education
Emotion and Behavioral Disorders
Psychology of Exceptional Children
Diagnosis and Placement
Dyslexia
Visually Handicapped Education
Mainstreaming
Physically Handicapped Education
Gifted and Talented Education

AVAILABLE FROM: Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

COST: Complete library set of 15 volumes: $130.00
Single titles: $8.75 each

NOTE: Additional titles available at $8.75 each:

Individualized Educational Programs
Human Growth and Development of the Exceptional Individual
Severely and Profoundly Handicapped Education
Counseling Parents of Exceptional Children
Pre-School Education for the Handicapped
Career and Vocational Education for the Handicapped
Vocational Training for the Mentally Retarded

Additional titles available at $6.25:

Three Models of Learning Disabilities
Motor Disorders
Language and Writing Disorders
Perception and Memory
Reading Disorders

Readings also available in a number of Teacher Resource Kits, with cassette tapes and/or filmstrips, teacher's guide, duplicating master, etc. Contact publisher for information on contents and cost.

Titles include:
- Special Education Program
- Diagnosis and Placement Package
- Emotional and Behavioral Package
- Severely and Profoundly Handicapped Education Package
- Specific Disability Package

Book and Cassette Programs:
- Special Education
- Learning Disabilities
- Diagnosis and Placement
- Gifted and Talented Education
- Speech and Hearing
- Mental Retardation
- Visually Handicapped Education
- Physically Handicapped Education
- Autism

TITLE: Mainstreaming Preschoolers

DATE: 1978

FORMAT: Eight books

USE: Parents and teachers of handicapped preschoolers

DESCRIPTION: This series of books was designed to provide information, ideas, and guidelines for mainstreaming the young child with special needs into a regular preschool environment.

CONTENTS: The series consists of eight books, each focusing on a different handicapping condition: emotional disturbance; hearing impairment; learning disabilities; physical (orthopedic) handicaps; speech and language impairments; visual handicaps; and health impairments. Each book addresses topics such as what is mainstreaming, the parent/teacher partnership, and local sources of assistance. Each book describes the exceptionality, discusses how it affects learning in three- to five-year old children, outlines educational programs, and suggests activities, physical plans for classrooms, and teaching techniques for a mainstreaming program.

AVAILABLE FROM: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

COST: $27.00

TITLE: Mainstreaming Series

DATE: 1977

FORMAT: Series of 15 paperbound books ranging from 120-136 pages

USE: Preservice and inservice training of regular classroom teachers.

DESCRIPTION: Each book in this series is designed to correct misconceptions about and improve understanding of the exceptional child. Each book provides practical suggestions for enhancing the mainstreamed child's personal and educational development. The series is presented in cartoon format to make for easy reading and avoid the use of jargon.

CONTENTS:

--Mainstreaming Exceptional Children
--Managing the Hyperactive Child in the Classroom
--Mainstreaming the Gifted
--Behavior Disorders: Helping Children with Behavior Problems
--Mainstreaming the Hearing Impaired Child: An Educational Alternative
--Mainstreaming Children with Learning Disabilities
--Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom
--Mainstreaming the Mentally Retarded Child
--The Physically Handicapped Child: Facilitating Regular Classroom Adjustment
--Counseling Exceptional Children: The Teacher's Role
--The Communicatively Disordered Child: Management Procedures for the Classroom
--Education of the Severely/Profoundly Handicapped: What is the Least Restrictive Alternative?
--Keeping in Touch with Parents: The Teacher's Best Friends
--*The Public Law Supporting Mainstreaming: A Guide for Parents and Teachers
--*Individualized Educational Programming (I.E.P.): A Child Study Team Approach

AVAILABLE FROM:

Learning Concepts
2501 North Lamar
Austin, Texas 78705

COST: Each title: $5.95

*Note: Training workshop materials also associated with these titles. Contents generally include leader's guide, participant's manual, filmstrip/cassette book. $49.95 for each kit. Contact publisher for details.

TITLE: Mainstreaming the Handicapped in Vocational Education

DATE: 1977

DEVELOPERS: American Institutes for Research in the Behavioral Sciences
Palo Alto, CA

FORMAT: Seven training modules.

USE: Preservice or inservice training of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes.

DESCRIPTION: These seven modules were designed to provide vocational educators with (1) a general understanding of the attitudes, problems and concerns which affect the handicapped; (2) an awareness of the needs arising from selected types of disabilities and impairments; and (3) strategies for use in planning education for a handicapped student. Also included are lists of resource agencies and bibliographic sources and a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the modules and to apply the principles discussed to his or her own teaching situation.

CONTENTS: Mainstreaming the Handicapped in Vocational Education
-Serving the Orthopedically Handicapped
-Serving the Communication Impaired
-Serving the Mentally Retarded
-Developing a Positive Attitude
-Developing a General Understanding
-Developing a Plan for Action

AVAILABLE FROM: ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virgina 22210 (ED 142 747-142 749; ED 142 766-142 769)

TITLE: Parent Involvement: A Program for Teachers and Educators

DATE: 1978

FORMAT: Five sets, each containing five color filmstrips, three audio cassettes recorded with both audible and inaudible signals (or five LP records), and a discussion guide.

USE: The program is designed to provide training for teachers, school administrators, community groups or individuals interested in stimulating active involvement of parents in the education of their children. Each set can be used individually or in sequence for five separate group sessions.

DESCRIPTION: This kit was designed to provide the skills necessary to successful parent-school cooperation. The program explores common problems that have traditionally divided the school and the home. Suggestions and strategies are provided so that teachers, administrators and others involved in the educational process can begin to work toward more positive parent involvement.

CONTENTS:

Set 1: The Importance of Parent Involvement explores the reasons why schools have been resistant to parent involvement, reviews the history of parent-school relations and describes the roles parents may play in the education of their children. The barriers to and benefits of successful cooperation are discussed.

Set 2: Working in the Classroom describes the ways parents can become valuable resources to the classroom teacher, and how to plan, implement, and evaluate this type of program.

Set 3: Parents and Policy Making advocates active encouragement of home involvement in education policy making, describes methods for utilizing parent input, and suggests ways to engage parents in the implementation of these policies.

Set 4: Parent Teacher Communication examines strategies for establishing effective relationships with parents through such techniques as conferences, reporting of children's progress, and open communication about children's learning and social problems.

Set 5: Viewpoints on Parent Participation discusses some basic issues in parent involvement and presents arguments on the benefits and dangers of close parent participation, the areas of mutual support expected by parents and educators, and the advisability of open access to the classroom.

The discussion guides provide an introduction, and include the complete filmstrip text and discussion questions.

AVAILABLE FROM: Parent's Magazine Films, Inc.
Box 1000
Elmsford, New York 10523

COST: Five sets with records: $424.50
Five sets with cassettes: $424.50

TITLE: The Parent/Professional Training Package

DATE: 1977

FORMAT: Three slide presentations with accompanying audio cassettes, a series of three booklets, a trainer's manual, and a 16mm motion picture.

USE: The training package is appropriate for parent groups, community organizations, and for inservice sessions with those involved in the education of the severely handicapped. The film can also be shown independently to parent, teacher, or community groups in order to increase general awareness. The program, and especially the books, might also be useful to those involved with other handicapped students. The materials in the training package were designed to be used in an eight-hour workshop but can also be broken up into two shorter sessions.

DESCRIPTION: This set of multimedia materials was designed to help parents and educators work together more effectively to provide public school education for the severely and profoundly retarded.

CONTENTS: The three brief slide/tape presentations--Parents Can Make A Difference, Due Process, and General Education Programming --provide information about how parents can become involved in the child's evaluation, placement, design and revision of the individualized educational program plan and reinforcement of classroom-taught skills. Due process procedures are also explained.

A series of three booklets, The Parent/Professional Partnership, provide detailed information on all aspects of educational programming for severely and profoundly retarded students. The series addresses such topics as: the history of the right to education movement, curriculum design and content, student monitoring, and methods for establishing effective parent/professional working relationships.

A 16mm film, The Big Yellow Schooner to Byzantium, focuses on the feasibility of educating severely retarded children in the public schools.

The trainer's manual includes scripts, content for lecture topics, detailed information to supplement the slide shows, suggestions for group activities, and instructions on how to conduct the workshop.

AVAILABLE FROM: National Association for Retarded Citizens
2709 Avenue E East
Arlington, Texas 76011

COST:

16mm Film	$56.75
Parents Can Make A Difference	$20.30
Due Process	$17.50
General Educational Programming	$25.20

TITLE: People You'd Like to Know

DATE: 1978

FORMAT: Ten 10 minute sound color films

USE: Preservice or inservice training with regular education teachers, students

DESCRIPTION: This series of films is designed to acquaint the viewer with the problems of elementary aged handicapped children as they become integrated into normal educational settings and adjust to their social and home environments. Children with orthopedic, visual, auditory, emotional, learning, and mental disabilities are featured.

AVAILABLE FROM: WGBH Educational Foundation
125 Western Avenue
Boston, Massachusetts 02134

COST: $1,500.00 for series of 10 films
Rental: $12.00 per film (1-3 days, $2.80 each additional day)

TITLE: People You'd Like to Know Series

DATE: 1978

FORMAT: Series of ten 10-minute color films.

USE: Regular classroom teachers and students, intermediate level upward.

DESCRIPTION: This series of films is designed to create acceptance and understanding of young persons with disabilities. Each film tells the story of a youngster in the 11-14 age range with a different handicap. All of the films examine the youngsters' feelings toward the disability--the importance of self acceptance, the need to become independent, and the desire to actively participate in school and social activities. The similarities among all children are stressed in the films.

CONTENTS:

C.J. is the story of a fourteen-year-old boy in a school for socially and emotionally disturbed children.

Dee has been in a school for the handicapped for most of her life, and was born with Larsen's syndrome, characterized by bone malformations, joint dislocations, and distorted facial features.

Diana talks about her feelings about the amputation of her leg because of cancer. She is able to participate in sports such as horseback riding and skiing.

Elizabeth has very little vision as a result of cataracts and an eye operation at an early age, but is learning to play the guitar and is ambitious to become a singer.

Harold explains how he used to be angry about his blindness and how he has come to understand his limitations and to become more self-sufficient.

John receives daily treatment and medication for his cystic fibrosis, and explains his limitations and how he copes with them.

Kai was born with a cleft palate but is now able to talk with strangers, as a result of the help of a speech therapist and his school principal. Some of the adjustments he has had to make as a result of his disability are demonstrated.

Mark is a teenager with a reading diability, whose confidence in himself and ability to listen more intently than most students are factors in his success.

Mary has been deaf since birth, and shares her feelings about being deaf and the work she does to help overcome the handicap.

Paige is the account of a typical day for an eleven year old girl with Down's syndrome--interacting with classmates, special tutoring, being taught to cook, and entering a swimming competition.

AVAILABLE FROM: Encyclopedia Brittanica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

COST: Series of 10 films $1,500.00
$185.00 per film

TITLE: PL 94-142: The Education for All Handicapped Children Act of 1975

DATE: 1976

FORMAT: Three captioned filmstrips with accompanying audio cassettes, scripts of each cassette in booklet format, a printed copy of the actual law, and a document which answers pertinent questions concerning different aspects of the law.

USE: Assisting teachers, administrators, and the general public in understanding the intent and complex provisions of the Education for All Handicapped Children Act of 1975, referred to as Public Law 94-142.

DESCRIPTION: A multimedia package developed by the Bureau of Education for the Handicapped, United States Office of Education, and distributed through the Council for Exceptional Children, attempts to define and clarify the implications of PL 94-142 for administrators, teachers, parents, citizen and legal advocates.

CONTENTS: The first filmstrip/cassette, Introducing PL 94-142, presents an overview of the law.

Complying With PL 94-142, the second in the package, speaks more specifically to administrators responsible for implementing the state and local plans.

PL 94-142 Works for Children presents the implications of the law for handicapped children and their families.

The script of each filmstrip/cassette narrative contains references to the specific language of the law and suggested resource publications to aid the presentor in locating additional relevant materials for discussion purposes.

AVAILABLE FROM: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: $50.00

TITLE: P.L. 94-142: Implementing Procedural Standards: A Guide for Schools and Parents

DEVELOPERS: The Council for Exceptional Children and the Children's Television Workshop

DATE: 1977

FORMAT: Three full color filmstrips, three cassette tapes (each about 12 minutes), user's guide, three duplicating masters.

USE: Inservice and preservice training of teachers, students, administrators, parents.

DESCRIPTION: Implementing Procedural Safeguards is a multimedia program designed to assist administrators, teachers, parents and other advocacy groups in understanding and meeting the basic requirements of P.L. 94-142. Emphasis is placed on protection of the right of the handicapped child as guaranteed by law and the corresponding responsibilities of the educational system.

CONTENTS: Complete User's Guide, An accompanying instruction booklet, provides directions on how to use the material. It includes questions most often asked in relation to P.L. 42-142, along with answers to assist in discussion, and contains reprints of the full scripts from each filmstrip plus a complete summary of definitions of handicapping conditions.

Filmstrips:

The Identification, Evaluation and Placement Process explains the rights of parents and their child under P.L. 94-142 and also shows how the school identifies a handicapped child, evaluates, and designs an individual educational program.

How the Law Works: Three Case Studies illustrates the process of identification, evaluation, and placement and preparation of an individualized education program through three actual case studies.

How a Procedural Safeguard Hearing Works shows what happens when school and parents cannot come to an agreement on placement and the procedural safeguard requirement of the law, by showing how a typical due process hearing works.

Duplicating masters for each filmstrip contain a summary, highlighting the important facts, rights, steps, and other information.

AVAILABLE FROM: The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091

COST: $90.00

TITLE: Preparing for the IEP Meeting: A Workshop for Parents

DATE: 1979

FORMAT: Leader's manual, cassette tape, filmstrip

USE: The workshop is designed for use by trainers working with parents and guardians of handicapped children, for audiences of 20 to 50 participants. A 20 minute filmstrip presentation and discussion on due process is suggested as an optional addition to the session.

DESCRIPTION: This kit was designed to be used with workshop audiences of parents or guardians of handicapped children. The intent is to help prepare the participants to create IEPs (individualized educational programs) which are appropriate to the student's educational needs and responsive to the priorities of the student and his or her family. This preparation involves the development of an understanding of the purpose, content and design of the IEP, and the planning meeting.

CONTENTS: The kit includes a leader's manual which provides the trainer with the procedures, objectives, evaluation forms, and information resources needed to implement a two-hour workshop. Reproducible partipant-use and activity materials are also included. The program design contains plans for minilectures, small and large group activities, role playing, and discussions. The kit also provides a short filmstrip and audio cassette presentation which describes the IEP meeting. Topics covered in this one-session workshop include: the purpose and contents of an IEP, the IEP conference, the development of the plan, placement options and least restrictive environment, and ways parents can prepare for active involvement in the conference. A simulated IEP meeting is included in order to give the participants the opportunity to become familiar with the various roles involved in the conference and to examine a sample IEP.

AVAILABLE FROM: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: $35.00

TITLE: Preparing General Educators to Work with Handicapped Students

DATE: 1977

USE: Preservice and inservice training of regular educators.

DESCRIPTION: This handbook includes a variety of field-tested teacher-training activities, step-by-step teaching suggestions, supplementary instructional materials (transparencies, handouts, discussion questions) and a list of teacher-training resources for developing mainstreaming competencies for general educators.

CONTENTS: (by chapter)
Overview of Handicapping Conditions
Mainstreaming/PL 94-142 - Who and Why?
Developing Awareness of Attitudes and Feelings
Identification, Referral Process, Evaluation and Placement, and Delivery of Services
Facilitating the Integration Process
Learning Styles
Promoting Positive Classroom Behavior
Techniques for Working with Handicapped Students in Elementary School Subjects

AVAILABLE FROM: Clifford D. Baker and Barbara J. Fowler
School of Special Education and Rehabilitation
McKee 44
University of Northern Colorado
Greeley, Colorado 80639

COST: $30.00

TITLE: Preparing Preservice Early Childhood Educators at Glassboro State College for the Mainstreamed Classroom

DATE: 1979

FORMAT: Module

USE: Preservice training of regular classroom teachers in early childhood education.

DESCRIPTION: This module was designed to provide faculty of university early childhood education programs with information to help them integrate knowledge on meeting the educational needs of the mainstreamed preschool child into existing methods courses for teaching preschool children. The first section of the module provides a brief overview of Public Law 94-142: The Education for All Handicapped Children Act and the history and meaning of mainstreaming. Each of the following seven sections is devoted to a different handicapping condition: auditory, visual, speech and communication, learning disabilities, mental retardation, emotional disturbance, crippling and health disabilities, and the gifted. Each section contains a brief description of the disability, a capsule of teaching/learning implications, practical suggestions for use in the classroom, simulation activities, and a list of additional readings. A list of agencies providing information about handicapped and disabled persons is also provided

AVAILABLE FROM: Dean's Grant Project
Glassboro State College
Glassboro, NJ 08028

TITLE: Preparing Preservice Elementary Educators at Glassboro State College for the Mainstreamed Classroom

DATE: 1979

FORMAT: Module

USE: Preservice training

DESCRIPTION: This module was designed to help faculty of elementary teacher training programs to incorporate information on special needs children at the preschool level into existing methods courses in elementary education. The first section of the module provides a brief overview of Public Law 94-142: The Education for All Handicapped Children Act and the history and meaning of mainstreaming. Each of the following seven sections is devoted to a different handicapping condition: auditory, visual, speech and communication, learning disabilities, mental retardation, emotional disturbance, crippling and health disabilities, and the gifted. Each section contains a brief description of the disability, a capsule of teaching/learning implications, practical suggestions for use in the classroom, simulation activities, and a list of additional readings. A list of agencies providing information about handicapped and disabled persons is also provided.

AVAILABLE FROM: Dean's Grant Project
Glassboro State College
Glassboro, NJ 08028

TITLE: Project Mainstream

FORMAT: Handbook, test, related materials

USE: Regular and special education personnel

DESCRIPTION: Mainstream is a broad diagnostic-instructional system intended to help meet the needs of children who have behavioral and learning problems and who may have been labeled emotionally disturbed, retarded, or handicapped in some other category. The program includes assessment and evaluation, instructional tasks, and a procedure for integrating diagnostic information with instructional packages.

CONTENTS: The system involves use of 266 Desired Learner Outcomes (DLOs) stated in behavioral terms. The DLOs are related to over 9000 instructional tasks. Teachers can focus on one or a set of DLO's in three developmental skill areas - 1) aural skills; 2) visual skills; and 3) social/emotional skills.

A Behavioral Skills Inventory, using criterion-referenced evaluation of the developmental status of the learner, is used to design programs. The diagnostic system involves use of sub-tests from many of the widely known psycho-educational tests.

Instructional Components contains instructional activity suggestions, all interrelated with DLOs and results of the Behavior Skills Inventory.

A Behavior Resource Guide serves as a general organizing device for regular and special teachers who use the system

AVAILABLE FROM: Educational Progress
P.O. Box 45663
Tulsa, Oklahoma 74145

TITLE: Project Me

DATE: 1977

FORMAT: Six leader manuals, six participant manuals, seven filmstrips, ten One Me books, six audio tapes, forty transparencies, one curriculum.

USE: Inservice training program for educators working with young handicapped children; can be adapted for use in preservice training. It can be used as a total program or in modular form. Project Me, a comprehensive training program for teachers in early childhood education for the handicapped is competency based and field tested.

DESCRIPTION: A modular, multi-media program, it provides participants with problem situations which need solutions; provides resources (media and written materials) necessary to reach solutions; uses role play and other simulation techniques; involves participants actively and independently; provides both small group and large group sharing; and is leader directed.

CONTENTS: Modules:

Why Me? deals with national trends and issues related to the rationale, design, and implementation of early childhood education programs for the handicapped.

Assess Me highlights obtaining and managing formal and informal assessment procedures.

Place Me covers selecting resources, child study team functioning, placement alternatives, and developing Individual Education Plans.

Touch Me focuses on instruction, programming, management, and evaluation.

Parent Me emphasizes communicating, counseling, and training with parents.

Accept Me illustrates the importance of positive self concept for the learner and the teachers.

AVAILABLE FROM: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

COST: $260.00

TITLE: Project Prevoc: Training for Teachers of Prevocation Programs for the Severely Handicapped

DATE: 1978

FORMAT: One bound leader manual, seven audio tapes, seven filmstrips, eight bound participant manuals, eight unbound participant manuals (for duplication), one set of BCP charts with bound observation manual, twenty-nine transparencies, one puzzle activity, one sorting activity, Master Program Plan (curriculum), one bolt board kit with training manual, and model client schematic.

USE: Although designed primarily for inservice use with teachers of the severely handicapped the training can be used with teachers of the mild to moderately handicapped with available modifications.

DESCRIPTION: Project Prevoc is an inservice training program for teachers of prevocational programs for the handicapped.

CONTENTS: Modules:

Rationale for Vocational Preparation of the Handicapped covers historical development and issues related to vocational rehabilitation and habilitation of the handicapped.

Work and Play presents concepts of work and play and objective definitions of terms.

Career Development covers stage development theories of career development and related training programs.

Work Evaluation Training shows the Continuum of Services Model identifying the employer as the arbiter of training objectives and presenting the sequence of evaluation and training stages in a total program.

Behavioral Assessment presents the case for comprehensive assessment of behavior as an evaluation technique and the use of Behavior Characteristics Progression.

Curriculum Development covers requirements for Individual Education Plans, and writing behavioral objectives.

Environment shows the uses of environmental cues in eliciting desired behavior and specific strategies and techniques for work adjustment training.

Method and Content illustrates the Marc Gold approach to task analysis with specific skills in both method and content analysis.

Format, Feedback, and Procedure presents a teaching system supporting the task analysis structure.

Rewriting, Criterion, and Data Collection demonstrates a complete seven step task analysis process.

AVAILABLE FROM: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

COST: $330.00

TITLE: Project Teach: Translating Educational Activities into Curriculum for the Handicapped

DATE: 1980

FORMAT: Five modules accompanied by filmstrips, transparencies and handouts for participants.

USE: Educators who are, or will be working with handicapped students in the regular program. The training is designed for three complete days, but may be conducted in three-hour sessions over a longer period of time.

DESCRIPTION: Project TEACH is a comprehensive, developer-free training package. The package is designed to give participants skills to systematically choose options for service delivery to students given (1) the various special problems students have, (2) the various regular and special educators who might provide service, and (3) the various instructional arrangements and other services available. In order to provide a systematic approach the training focuses on an awareness of special education programming in general, the entire process of student identification and placement, including the development of the IEP, and the translation of the information in the IEP into individual instructional plans (IIPs) for implementation in the regular program.

CONTENTS: Modules:

Awareness includes federal and state laws and guidelines, handicapping conditions, instructional arrangements and personnel, and related services and community resources.

Student-Centered Educational Processes includes the referral process, individual assessment process, Admission, Review, and Dismissal committee membership and basic functions, and Individual Educational Plan (IEP) development.

Translating and Implementing the IEP - Part 1 includes community systems for special and regular educators, alternatives for the provision of service, mechanics of developing objectives and translating IEP's into Individual Instructional Plans (IIPs), and service delivery systems.

Translating and Implementing the IEP - Part 2 includes development of problem-solving approaches for translation of information of IEPs using students' strengths/weaknesses to possible methods/activities/materials for intervention.

Monitoring Student Progress includes review of development of instructional objectives, review of criterion-referenced and performance-based tests, and quarterly and annual reviews using student progress data.

At the end of each module sample forms and lists of resources are provided.

AVAILABLE FROM: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

COST: Estimated cost for modules 1-5: $125.00

Note: Modules 1-5 will be available in late summer, 1980. Module 6 will be available in 1981. Contact the distributor for cost information.

TITLE: Put Yourself in My Place

DATE: 1978

FORMAT: Two filmstrips, two cassettes (average length, 16 minutes), teacher's guide.

USE: By regular classroom teachers with non-handicapped students.

DESCRIPTION: This kit was designed to help prepare students for the inclusion of a student with a handicapping condition, help students deal with personal feelings of inadequacy or exclusion, and offer suggestions for interaction between people with and without handicaps.

COST: $52.50

TITLE: You're Different, So Am I

DATE: 1978

FORMAT: Two filmstrips, two cassettes (average length, 16 minutes), teacher's guide.

USE: By regular classroom teachers with non-handicapped students.

DESCRIPTION: This kit was designed to help prepare a class for the inclusion of a student with a handicapping condition, and directly address the classroom problem of namecalling.

CONTENTS: How Are You Different?
Experiencing Differences

COST: $52.00

AVAILABLE FROM: Guidance Associates
757 Third Avenue
New York, New York 10017

TITLE: Remediation Possibilities in the Regular Classroom: Teaching Strategies Explored

DATE: 1979

FORMAT: Four filmstrips, two cassettes

USE: Preservice training of regular classroom teachers

DESCRIPTION: These filmstrips are designed to assist teachers in the identification and remediation of learning disabilities related to math reading, oral language, and written language skills.

AVAILABLE FROM: Eye Gate Media
146-01 Archer Avenue
Jamaica, New York 11435

COST: $55.00

TITLE: Resource Teaching: A Mainstreaming Simulation

DATE: 1978

FORMAT: Multi-media simulation training program

USE: Preservice and inservice training with special education teachers and regular education teachers involved in mainstreaming.

DESCRIPTION: This series of simulation activities and role-playing situations is designed to help participants practice interpersonal skills with administrators, other teachers, children, and parents. The program covers student selection, scheduling, selecting materials, and other tasks commonly associated with developing and carrying out a resource program.

AVAILABLE FROM: Charles E. Merrill
1300 Alum Creek Drive
Columbus, Ohio 43216

COST: $120.00

TITLE: The Special Child in the Regular Classroom: Teaching Techniques

DATE: 1979

FORMAT: Four filmstrips, two cassettes

USE: Preservice training of regular classroom teachers

DESCRIPTION: This kit offers a basic knowledge of four handicapping conditions and related teaching strategies which can be incorporated into the regular classroom program.

CONTENTS:
Visual Handicaps
Mental Handicaps
Physical Handicaps
Hearing Handicaps

AVAILABLE FROM:
Eye Gate Media
146-01 Archer Avenue
Jamaica, New York 11435

COST: $55.00

TITLE: Special Children -- ZOOM Series

DATE: 1975, 1976, 1978 (varies with individual films)

FORMAT: Series of six color films, ranging in length from 6 to 8 minutes.

USE: Regular classroom teachers and students in the primary and intermediate grades

DESCRIPTION: Selected from the popular TV series, ZOOM films are mini-documentaries of real kids in real-life situations. These films show the problems, triumphs, and the relationships with others of four "special" children.

CONTENTS:

Finding My Way is the account of a blind boy in a public school classroom and how he learns to travel by himself in his neighborhood.

Helping My Parents is the story of Alberta, whose parents are totally deaf. The film shows Alberta interpreting for her mother and helping entertain friends.

It's Harder for Patrick shows how a family deals with Patrick, who is retarded, with love and understanding, and shows his older brother and sister assuming a lot of responsibility for him and sharing their feelings.

Messages By Hand shows how Roland, who is deaf, communicates via sign language about his experiences in a special summer camp for deaf children.

Nobody Treats Me Different is the story of Jimmy, who has cerebral palsy, and how he feels about his life, his handicap, his prospects, and what people should know about those who have disabilities.

People Are People is the story of Ginny, an eleven-year-old girl who is a dwarf. The film shows her at her day-to-day activities and shares her feelings about how people treat her.

AVAILABLE FROM:

WGBH Films Inc.
WGBH Educational Foundation
125 Western Avenue
Boston, Massachusetts 02134

TITLE: Special Education for Regular Teachers (SERT)

FORMAT: Readings, filmstrips, audio tapes and pre- and post-tests.

USE: Preparation of regular teachers to instruct exceptional children who have been mainstreamed.

DESCRIPTION: These modules were developed by the staff of the Education Service Center (Region X) in Richardson, Texas, in cooperation with staff of the Special Education Department, East Texas State University to assist regular educators in working with handicapped children.

CONTENTS:
Comprehensive Special Education
Formal Appraisal
Team Planning for Student Program Management
Informal Assessment
Organizing Content for Individual Differences
Materials Selection
Classroom Management
Evaluation of Instruction

AVAILABLE FROM:
Education Service Center, Region X
P.O. Box 1300
Richardson, Texas 75080

TITLE: Special Education Teacher's Kit

DATE: 1975

FORMAT: Books, instructional materials, spirit masters, games

USE: Preservice and inservice education of regular and special education teachers

DESCIPTION: This kit, which was created for teachers of exceptional children in special and regular classrooms, includes strategies for teaching exceptional children, 144 spirit masters of arithmetic and vocabulary development activities, science projects, art activities, music instruction ideas, arithmetic and language learning games, ideas for teacher made materials, and games for the physically handicapped.

CONTENTS:
Creative Ideas for Teaching Exceptional Children
Learning Games for Exceptional Children
It's Positively Fun
Creative Art Tasks for Children (Cards)
Alternatives for Teaching Exceptional Children
Educational Games for Physically Handicapped Children
Individualized Arithmetic Instruction (Spirit Duplicating Masters)
Arithmetic Instructional Activities - Book 1
Arithmetic Instructional Activities - Book 2
Individualized Reading Skills Improvement:
Vocabulary Development Exercises
(Spirit Duplicating Masters)
Language Instructional Activities - Book 1
Language Instructional Activities - Book 2
Music Based Instruction for Exceptional Children
Exploring Our Environment: Science Tasks (Cards)
Two selected Issues from Focus on Exceptional Children

AVAILABLE FROM: Love Publishing Company
6635 East Villanova Place
Denver, Colorado 80222

COST: $85.00

TITLE: Special People

DATE: 1978

FORMAT: Four sound filmstrips, 16-17 minutes each.

USE: Preservice and inservice training with regular classroom teachers, use with non-handicapped students.

DESCRIPTION: Each filmstrip demonstrates how an adult with a different handicap solves his or her specialized problems and has achieved independence.

CONTENTS:

Laura is the account of a 26-year-old high school teacher with spina bifida.

Leon is the story of a 25-year-old deaf man, and his feelings about his handicap.

Elizabeth is the story of a 27-year-old woman who spent 18 years of her life in an institution for the mentally retarded and her progression toward achieving independence.

Armand is the account of a 27-year-old man with a form of muscular dystrophy, his work, participation in advocacy organizations, and social life.

AVAILABLE FROM:

NCEMMH
356 Arps Hall
1945 N. High Street
Columbus, Ohio 43210

COST:

Complete set of 4 filmstrips: $88.00
Individual filmstrips: $22.00 each

TITLE: Specific Learning Disabilities

DATE: 1973

FORMAT: Leader's guide, audiotape lessons 20-25 minutes each, 82 transparencies, supplementary resource items for duplication.

USE: Inservice and preservice program for school personnel working with learning disabled children.

DESCRIPTION: The program is designed to help teachers recognize the learning disabled child, identify SLD children who will benefit from being referred for further study, identify SLD children whose educational programming can be carried out in the regular classroom setting, and program for the SLD child, including sequencing and structuring tasks and applying principles of positive reinforcement.

CONTENTS: Audiotape Lessons:

Introduction to Children with Learning and Language Disorders
Management of the SLD Child at Home and School
Visual Perception and Learning
Auditory Perception and Learning
Specific Language Difficulty in Children
Special Reading Disabilities in Children
Remediation of Specific Reading Disabilities
Specific Writing Disabilities in Children
Motor Disabilities in Children
Arithmetic Disabilities in Children

AVAILABLE FROM: Paul S. Amidon Associates
1966 Bensen Avenue
St. Paul, Minnesota 55116

COST: $175.00

TITLE: Star Power: Providing for the gifted and talented

DATE: 1977

FORMAT: Ten self-instructional modules, one leader's resource guide, twelve curriculum handbooks.

USE: Teachers, administrators, counselors, librarians and other educators who work with gifted and talented students.

DESCRIPTION: Star Power is a series of ten self-instructional modules. The Leader's Resource Guide provides an overview of the modules for educators who would like to identify Star Power activities that are appropriate for training sessions. Twelve curriculum handbooks contain model units of study for gifted students in language arts, social studies, math, and science on the elementary, junior high, and high school levels.

CONTENTS: Modules:

Characteristics of the Gifted/Talented
Needs of the Gifted/Talented
Application of Theories of Intelligence to the Gifted/Talented
Application of Theories of Creativity to the Gifted/Talented
Enrichment Activities for the Gifted/Talented
Underachievers Among the Gifted/Talented
Gifted and Talented Students Among the Disabled (Handicapped)
Gifted and Talented Students Among Other Educationally Disadvantaged Groups
Programs for the Gifted/Talented
Guidance and Counseling for the Gifted/Talented

AVAILABLE FROM: Education Service Center, Region XIII
7703 North Lamar Blvd.
Austin, Texas 78752

COST: $175.00

TITLE: STRETCH: Strategies for Training Regular Educators to Teach Children with Handicaps

DATE: 1979

FORMAT: 20 full color 30-minute 16mm film or videotape (1/2" reel to reel, 3/4" VHS or Beta videocassette) programs, each with teacher's manual.

USE: Preservice and inservice training with regular classroom teachers.

DESCRIPTION: STRETCH was designed to facilitate mainstreaming by providing information on strategies for restructuring classroom delivery and management systems to accommodate all children.

CONTENTS:

Questioning Skills defines twelve thinking processes and demonstrates various levels of questioning and techniques for analyzing questions.

Learning Centers introduces free-time, exploratory learning station, multi-concept and media learning centers, and identifies five basic steps in planning learning centers.

Value Clarification is designed to help the teacher understand the valuing process as it relates to decision-making, present the basic objectives for using value clarification in the classroom, and incorporate cognitive and affective activities in the classroom.

Assessment identifies four steps in the assessment process, addresses the use of standard intelligence tests, and discusses six areas of evaluation--perceptual, behavioral, cognitive, expressive, psychosocial, and daily classroom skills.

Classroom Management presents several methods for bringing about proper classroom behavior, such as reinforcing, redirecting, ignoring, focusing, referencing, signaling and using humor appropriately.

Parent Counseling presents helpful methods for effective counseling of parents of handicapped children. The importance of parental involvement in the diagnosis, treatment, and educational procedures for the child is emphasized.

Mainstreaming examines ten areas of general disagreement about mainstreaming and presents the roles of the Resource-Teacher, Consulting Teacher, Diagnostic-Prescriptive Specialist, Itinerant Teacher and Training Based Model.

Peer Tutoring explores reasons and techniques for implementing peer tutoring for special students within regular classrooms and addresses administrative aspects of establishing and maintaining such a program.

Simulation explores 13 essential aspects of the real world to be incorporated in a good simulation, and introduces a simulation for students with minor learning disabilities.

Spelling presents techniques of evaluating spelling skills and plans for individualizing instruction to correct spelling weaknesses in children with problems learning by conventional methods.

Language Experience Approach emphasizes the importance of teaching reading at students' present levels and proceeding through activities based on their increasing interest; what they say is viewed as more important than how they say it.

Label the Behavior defines eight basic categories that broaden understanding of the characteristics of exceptional children by focusing on the behavior of children, and describes and analyzes behavioral patterns.

Reading in the Content Areas presents the techniques of previewing, questioning, reading, reflecting, reciting, and reviewing, and demonstrates methods for improving comprehension in the content areas, increasing student motivation, and assessing and adapting readability.

Individualized Instruction introduces the use of performance objectives, pretests, learning activities and posttests in matching teaching style to learning style; the establishment of goals, analysis of learning tasks, and selection of instructional objectives are also discussed.

Learning Styles reviews different types of learning styles, the influence of environmental, emotional, sociological and physical stimuli on learning styles, and ways to adapt to a variety of styles in the classroom.

Behavior Modification reviews respondent and operant conditioning, the use of positive and negative reinforcers, and five steps to alter behavior: shaping, chaining and fading, modeling, contracting, and token systems along with examples of successful classroom applications of these principles.

Grouping and Special Students presents techniques for analyzing group behaviors and structuring a small group, and evaluates three types of discussion groups commonly used in the classroom.

Art and the Exceptional Student presents ideas, methods, and resources for using art as an important motivational force and a way to make subject areas more meaningful to students.

Career Education emphasizes career education as a concept, rather than as a subject, and presents techniques for helping the teacher help students identify with work, workers, and work values.

Mathematics and the Special Student identifies specific learning problems in mathematics and presents examples of concrete, semi abstract, and abstract principles to simplify teaching mathematics.

AVAILABLE FROM: Hubbard
P.O. Box 104
Northbrook, Illinois 60062

COST: Complete series of 20 programs: $1,895.00 videocassette;
$3,995.00 16mm film
Any 10 programs: $995 videocassette; $2,295 16mm film
Individual Programs: $125 videocassette; $275 16mm film
Additional Individual Manuals/Participant's/Teachers: $1.95 each
10-day preview of materials available.

TITLE: Teacher's Liability Under the Law

DATE: 1977

FORMAT: 125 sound slides, three cassette tapes, leader's guide, participant's manual.

USE: Inservice teacher training (three 2-hour sessions) for teachers, administrators; can be adapted for shorter sessions.

DESCRIPTION: This program addresses two basic issues for teachers and administrators: What is liability, and if law suits occur, how can damages be held to a minimum?

CONTENTS: The Leader's Guide outlines the objectives, content and media, then suggests step-by-step sequences for presenting each segment.

The Participants' Manual includes actual legal cases for review and discussion and simulated school and classroom situations that participants analyze and discuss.

Sound slides and cassette tapes focus upon three common grounds to teacher liability:

Negligence - not carrying out teaching duties with reasonable care.

Intentional Interference - infringement upon the rights of students to have a certain amount of freedom.

Constitutional infringement - interference with a person's rights as guaranteed by the U.S. Constitution.

AVAILABLE FROM: Hubbard
P.O. Box 104
Northbrook, Illinois 60062

COST: $185.00

TITLE: Teaching Children with Special Needs: A Teacher Education Series for K-3 Teachers

DATE: 1975

FORMAT: Sixteen (16) thirty-minute lessons produced on color videotape, and a corresponding teacher's manual.

USE: Preservice and inservice training of regular and special education teachers.

DESCRIPTION: This is an introductory inservice training series for regular and special educators in the observation, identification, and management of children with special needs (K-3). The series is designed to help viewers develop observational skills that will enable them to recognize learning problems, encourage focus on learning characteristics rather than etiological categories of pupils, and offer information on a variety of techniques to be used in the regular classroom.

CONTENTS:

Preview is an overview of major content areas to be included in the entire series. The rationale for delivering services in the regular classroom is presented.

Teacher Attitude I shows teachers verbalizing their feelings about "bothersome" classroom behaviors, sharing experiences with colleagues about these behaviors, and describing the management techniques they have employed.

Teacher Attitude II demonstrates informal observation methods for use by teacher and peer in identifying four major characteristics operating within that classroom and contributing to the educational quality of that setting.

Observation of Behavior demonstrates the use of the anecdotal record as a means of systematically recording behavior, and emphasizes the use of objective language in describing behavior.

Behavior Problems I demonstrates various techniques used by the teacher to modify a range of undesirable behaviors.

Behavior Problems II examines the use of behavior modification (including contingency contracting and the task center approach) in classroom situations for pupils for whom short-term management has not been effective and for whom long-range methods are required.

Learning Styles explores the assessment of the sensory modalities most involved in learning-auditory, visual, and tactile-kinesthetic--and educational programming based on assessment.

Oral Receptive Language examines behaviors indicative of possible problems in oral receptive language, and suggests management techniques and materials to improve receptive language sills.

Oral Expressive Language illustrates a variety of problems in expressing ideas, compensatory activities used by students and appropriate management techniques.

Informal Assessment of Reading Problems uses case studies to illustrate the use of a variety of techniques for informal assessment of reading problems.

An Analytic Approach to Reading illustrates the application of the Language Experience Approach to reading and the use of learning stations.

A Synthesis Approach to Reading demonstrates the use of a multi-sensory-synthesis approach to teaching reading.

Mathematical Problems I demonstrates the use of specific diagnostic and remedial techniques with pupils having difficulty with early work in arithmetic.

Mathmetical Problems II shows diagnostic techniques for determining the degree to which students know the basic arithmetic facts and can relate number sentences to concrete situations; corrective instruction techniques are also illustrated.

The Referral Process illustrates referral procedures and the roles of various individuals in staffing conferences.

Review is a discussion by consultants of the application and interpretation of six major content areas covered in the series; emphasis is placed on the interrelatedness of the series' content in working with children with special needs.

AVAILABLE FROM:

Maryland State Department of Education
Garrison Forest Plaza
10317 Reisterstown Road
Owing Mills, Maryland 21117

TITLE: Teaching the Moderately and Severely Handicapped: Curriculum Objectives, Strategies, and Activities

DATE: 1976

FORMAT: Three 6" x 9" plastic-bound paperback volumes.

USE: Preservice and inservice training of regular and special education teachers, therapists, teachers' aides, administrators, graduate and undergraduate students, and parents dealing with moderately and severely handicapped students.

DESCRIPTION: Teaching the Moderately and Severely Handicapped is a three-volume teaching text and curriculum guide which may be used for planning and implementing a comprehensive educational program for the handicapped. The first two volumes are for the moderately and severely handicapped and the third is for the mildly and moderately handicapped. The guides instruct in areas of behavior, self-care, motor skills, functional academics, safety, socialization, communication, and leisure time activities. Each volume contains general and specific behavioral objectives sequenced developmentally. In using the curriculum, the teacher or program implementor selects an objective for the student and refers to the diagnostic checklist which gives the required student performance level percentage and recommended number of teacher observations for the selected objectives. If the student's performance level is below the required percentage listed, the teacher can use the suggested activities which accompany each objective for instructional purposes. A bibliography of suggested readings follows each major curriculum area.

CONTENTS: Volume I - Behavior, self-care, and motor skills

Volume II - Communication, socialization, safety, and leisure time skills

Volume III - Functional academics (reading, writing, arithmetic, and consumer skills)

AVAILABLE FROM: University Park Press
Chamber of Commerce Building
Baltimore, Maryland 21202

COST:

Three-volume set	$39.50
Volume I	14.95
Volume II	16.50
Volume III	13.95

TITLE: The Kids on the Block

DATE: 1978

FORMAT: Six hand and rod puppets, instructions for operating puppets, scripts and cassette tapes, guide for programs and discussions.

USE: By regular classroom teachers with students at the elementary level.

DESCRIPTION: These puppets and accompanying materials were designed to help increase student and teacher understanding of handicaps and to encourage positive attitudes about handicapped people. Each of five puppets represents a different handicapping condition; a sixth is not handicapped.

CONTENTS:
Mark, cerebral palsy
Renaldo, blind
Ellen Jane, mentally retarded
Brenda, epilepsy
Mandy, deaf
Melody, non-handicapped

AVAILABLE FROM:
Barbara Aiello
The Kids on the Block, Inc.
Suite 510
Washington Building
Washington, DC 20005

TITLE: The Law and Handicapped Children in School Series

DATE: 1978

FORMAT: Series of 14 30- or 60-minute 3/4" color videotapes.

USE: Preservice and inservice training for regular and special educators and administrators.

DESCRIPTION: This series of videotapes features interviews with experts in assessment and programming for the handicapped, simulations of case conferences, reviews of relevant legislation, and illustrations of different types of teaching settings for the handicapped. An introductory videotape summarizes the thirteen videotapes and discusses their bearing upon procedures for implementing various portions of the law.

CONTENTS:
Overview
Including Me
Assessment
The Larry P. Case
The Individualized Education Program
Individualized Education Program Case Conference
Annual Review
Least Restrictive Environment Panel
Integrating Handicapped Children in the Regular Classroom
Least Restrictive Environment--Resource Rooms and Special Classes
Least Restrictive Environment III--Special Day and Residential Schools
Educating the Severely and Profoundly Handicapped
The Due Process Panel
The Due Process Hearing

AVAILABLE FROM:
Indiana University
Audio Visual Center
Bloomington, Indiana 47401

COST: $160.00 per video tape, $15.75 per rental, except for "Including Me", which may be ordered with 5 or more titles in the series, but may not be purchased or rented separately--$400.00, $38.00 per rental.

TITLE: The Teacher Training Program (TTP)

DATE: 1975

FORMAT: Facilitator manual, participant manuals, filmstrips, tapes, games, transparencies, and films.

USE: Preservice or inservice training K-12. The program is designed to be flexible, to provide resources to be used as a total program or in parts, to be developer-free, and to provide individualized instructional strategies and processes.

DESCRIPTION: The TTP is aimed at building skills, concepts, and attitudes which are necessary for the regular educator to successfully mainstream handicapped students into the regular classroom. The program addresses areas of individualizing instruction, alternative behavior management strategies, and the interfacing of regular and special educators.

CONTENTS: Phase I - Mainstreaming Group Activities is facilitator-directed and involves the total group or small groups in activities related to the concept of mainstreaming and the special students involved. The duration of this phase of training is approximately twelve hours.

Phase II - Skill Building Individualized Activities focuses on skill-building and problem-solving related to individualizing and humanizing instruction. Participants work independently in small task groups at Data Banks. Each Data Bank addresses a particular concept or skill area related to individualization. Participants determine which Data Banks to work with according to their performance on a diagnostic pre-test.

The Data Bank topics are:
- Assessment/Evaluation
- Communication
- Curriculum
- Grading/Reporting
- Influencing Behavior
- Instructional Management
- Learning Environment
- Learning Style

Each Data Bank consists of approximately four to five hours of instruction.

Phase III - Implementation Take Home Reinforcement describes processes and provides resources for the gradual implementation of individualized instruction. Participants are called upon to assess their own classroom setting, identify problem areas, and generate solutions for those problems, using skills they gained within the controlled practicum.

Note: A similar Principals' Training Program is also available.

AVAILABLE FROM:

Instructional Services
Education Service Center, Region XIII
6504 Tracor Lane
Austin, Texas 78721

TITLE: They Can Learn

DATE: 1977

FORMAT: Leader's guide, six filmstrips, six cassette tapes.

USE: Preservice and inservice training of regular and special education teachers either in a structured class situation or by individuals for their own instruction. Selected filmstrips are also appropriate for use with parent groups.

DESCRIPTION: This filmstrip/cassette series provides information on the nature of learning disabilities and the identification and education of learning disabled children. Each presentation can be augmented by preparatory and followup activities in order to foster the understanding, skills, and techniques useful in teaching these special children.

CONTENTS: The six-part series includes a guide which provides a brief overview of the structure of each presentation. It gives the leader/trainer a summary of each filmstrip topic, suggested activities for participants to use prior to and after viewing each program, and the scripts of the filmstrips. The first filmstrip describes what a learning disability is and explains the identification process for children with this handicap. The second filmstrip offers classroom management techniques helpful in teaching the child with learning problems. The other four parts of the series illustrate methods, materials, and remediation techniques which facilitate learning by children with visual perceptual, auditory perceptual, gross motor, and fine motor difficulties.

AVAILABLE FROM: McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020

COST: $99.50

TITLE: Upset in Polymer: An Exerpience in Mainstreaming

DATE: 1973

FORMAT: Four audio tapes and six participant's manuals designed to allow participants to simulate/role play certain "mainstreaming" situations.

USE: Perservice and inservice training of teachers.

DESCRIPTION: Using an audio tape to provide settings and to pace the activities, and using player's booklets for further instructions, groups of five people simulate the events in a mythical school prior to, during, and just after a mildly handicapped child is integrated into a regular classroom. The participants role play and then discuss their role playing three times: once as teachers and a principal, once as teachers and parents, and once as a teacher and pupils. Then the participants simulate a planning session for the school district, thus summarizing and synthesizing their previous role playing activities.

CONTENTS: These materials were designed to help a staff cope with anxieties about impending mainstreaming by exemplifying and personalizing some of these concerns. The materials can also be used to stimulate discussion of problems in implementing mainstreaming within the participant's own school and expose participants to the potential classroom use of group problem-solving strategies such as role playing and discussion. By increasing group and individual awareness and by introducing problem-solving techniques, these materials may facilitate planning activities in the school and participation in skill development activities which, in turn, may help solve future problems.

AVAILABLE FROM: CITH Publications (Center for Innovation in Teaching the Handicapped)
School of Special Education
Indiana University
2805 East Tenth Street
Bloomington, Indiana 47401

TITLE: Video Training Workshops on Child Variance

DATE: 1979

FORMAT: Six Videocassettes, 1 workshop leader's manual, 1 student text - Understanding Child Variance.

USE: Five preservice or inservice training workshops, for teachers and paraprofessionals working with children with behavior problems.

DESCRIPTION: This program was designed to help teachers and paraprofessionals to develop techniques based on established theories of learning and behavior for handling problem situations in classrooms. Attention is given to both diagnostic and intervention strategies. The package contains 6 videocassettes; one presents fifteen incidents of problem classroom behavior and is used in each of the workshops. On each of the other five cassettes, experts with different theoretical perspectives discuss taped sequences of problem classroom behavior.

CONTENTS: Videocassettes:

Workshop 1: Psychodynamic View, Behavioral View

Workshop 2: Biophysical View, Behavior View

Workshop 3: Sociological View, Student Text - Understanding Child Variance

The student text includes six self instructional modules and activity sheets for the five videotape workshops, and is intended to provide an introduction to the way problem classroom behavior is viewed from each of six theoretical positions. The focus is on concepts which influence a teacher's approach to classroom management and on interventions based on each of the positions presented in the video series. Each module includes a pre- and posttest. brief history of the philosophical positon, specialized terms and concepts, motivation and behavior, diagnosis, intervention techniques, and advantages and disadvantages of the approach in an educational setting. Extensive bibliographies are included.

The workshop leaders' manual includes suggestions for activities which require learners to interpret children's behavior on the basis of specific theoretical approaches.

AVAILABLE FROM: The Council For Exceptional Children
1920 Association Drive
Reston, Virginia 22091

COST: $595.00

TITLE: We Did It . . . So Can You!

DATE: 1978

FORMAT: 10 filmstrips, 10 cassettes, three teacher's guides

USE: Preservice and inservice training of regular class teachers

DESCRIPTION: This set of filmstrips and tapes tells the stories of ten special needs individuals of school age (ages 5 to 20) who show how they function in school and how they feel about themselves and other children. School representatives also share their feelings about the students. The subjects of these stories verbalize their feelings about their capabilities and acceptance in school, in both academic and non-academic activities, while mainstreamed with non-handicapped children.

CONTENTS:
Bobbi-Jo (spina bifida)
Billy (blind)
Karen (deaf)
Brian (cerebral palsy)
Joel (emotionally disturbed)
Angel (developmental disability)
Kathy (Down's syndrome)
Orvis (developmental disabilities)
Chip (emotionally distrubed)
Paul (orthopedically handicapped)

AVAILABLE FROM: Selective Educational Equipment (SEE), Inc.
3 Bridge Street
Newton, Massachusetts 02195

COST: Complete set: $240.00
Individual roles: $27.50

TITLE: What If You Couldn't . . .? A Program About Handicaps

DATE: 1978

DEVELOPERS: Boston Children's Museum

USE: Preservice or inservice training of regular classroom teachers

DESCRIPTION: This multi-media kit was designed to create an awareness and sensitivity to the needs of handicapped children among teachers and non-disabled children. The introductory unit explores common differences and similarities among all children, and each of the six following units addresses a different handicapping condition. Each unit contains a series of sequential activities, providing information, simulation exercises, and problem-solving exercises. A separate teacher's guide is included with each unit, and provides suggested activities and background information on the specific disability.

CONTENTS:
Some Ways the Same, Some Ways Different
Visual Impairments
Hearing Impairments
Mental Retardation
Learning Disabilities
Emotional Problems
Orthopedic Handicaps

AVAILABLE FROM: Selective Educational Equipment, Inc.
3 Bridge Street
Newton, Massachusetts 12195

COST: Complete kit: $360.00
Evaluation kit: $39.00
(Opening unit and teacher's guide for the seven units)
Prices for individual units vary; contact publisher.

TITLE: What is a Handicap

DATE: 1975

FORMAT: Four sound filmstrips, four cassettes, a teacher's guide and 24 activity guides.

USE: Regular students who increasingly meet handicapped students in their classrooms; can be used individually or in small groups.

DESCRIPTION: These materials were designed to show students the similarities between themselves and children who are handicapped, how they can relate to children, and what they can learn from them.

AVAILABLE FROM: BFA Educational Media
221 Michigan Avenue
P.O. Box 1795
Santa Monica, California 90406